DOCUMENT RESUME

ED 080 769 VT 021 209

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TITLE	A Systems Approach to Placement and Follow-Up: A Computer Model.
INSTITUTION	Bryan Independent School District, Tex.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE	73
NOTE	109p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Computer Programs; Coordinators; *Data Processing; Employment Opportunities; High School Students; *Job Placement; Methodology; *Models; School Industry Relationship; Student Records; *Vocational Followup
IDENTIFIERS	Bryan Independent School District; Texas

ABSTRACT

This study presents a computer model for the development and implementation of a systems approach to job placement and followup data on former public high school students. The model provides a procedure for compiling followup information on graduates and dropouts in a form that makes the data easily accessible for decision making about program changes within the schools. The school must share the responsibility not only for job training but also for job development and job placement. A coordination office for all the high schools in the Bryan Independent School District worked to coordinate all placement and followup activities and to develop forms and methods for recording the data on these activities. Information from employers on job possibilities, data from student records, student job placement data, and followup data were summarized for the computer. The report includes a description of the computer programs and their use. A related document is available in this issue as VT 021 208. (MF)

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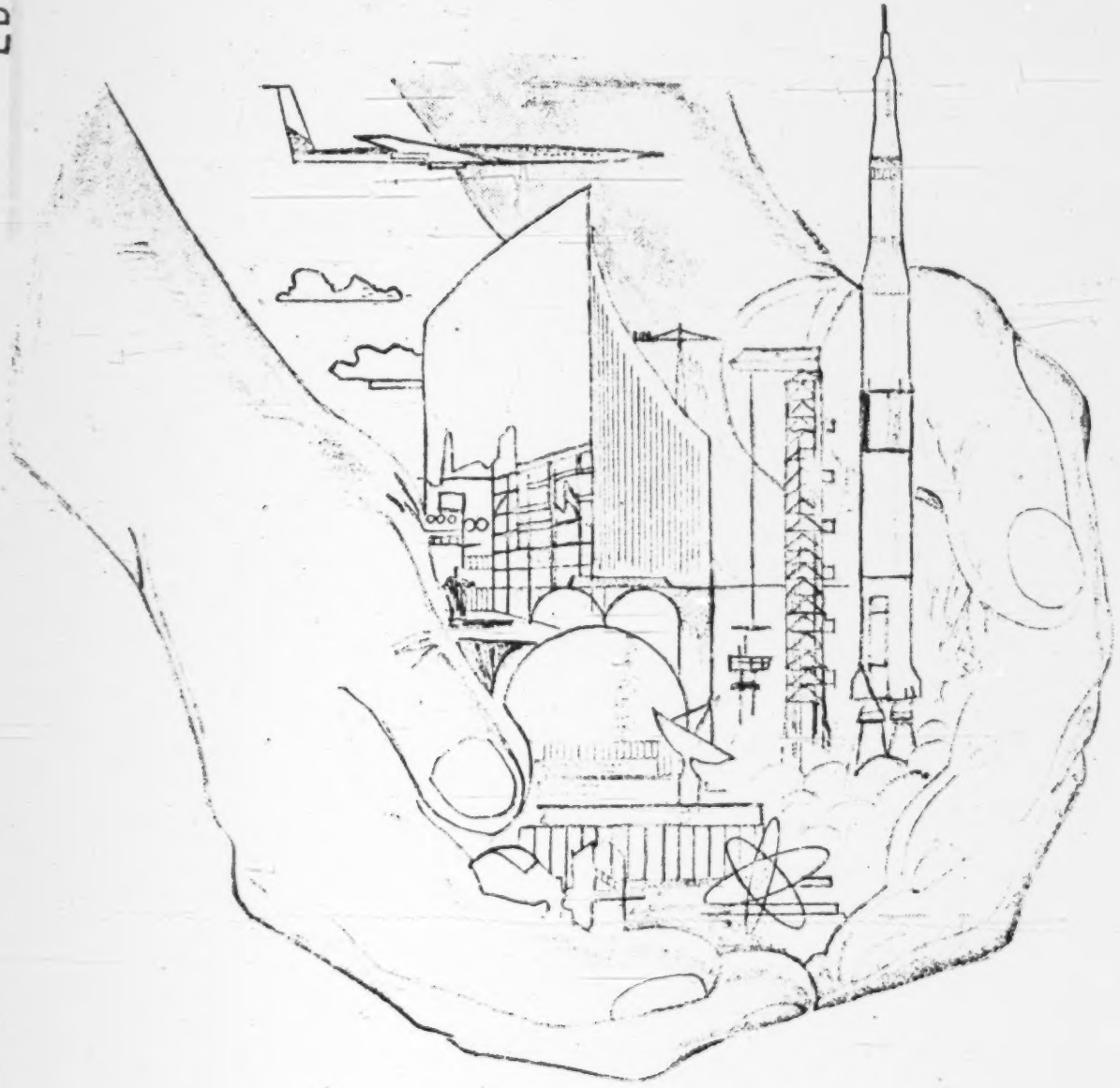
A SYSTEMS APPROACH TO PLACEMENT AND FOLLOW-UP
A COMPUTER MODEL



BRYAN INDEPENDENT SCHOOL DISTRICT

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A SYSTEMS APPROACH TO PLACEMENT AND FOLLOW-UP

A COMPUTER MODEL

Submitted to

THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT

of the

TEXAS EDUCATION AGENCY

Under Contracts 29213 and 38065

by

Charles B. Jones

VOCATIONAL-TECHNICAL EDUCATION

BRYAN INDEPENDENT SCHOOL DISTRICT

1973

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BRYAN, TEXAS

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ACKNOWLEDGEMENTS

My sincere thanks to Mr. Frank Lown, Follow-Up and Placement Coordinator of the Bryan Independent School District. Not only was Mr. Lown a loyal and hard working employee, but he is greatly responsible for the detailed work required in the implementation of this project. He is probably the most knowledgable man to be found about the many details of developing the total program.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

INTRODUCTION 1

RATIONALE FOR THIS STUDY 2

REVIEW OF LITERATURE 5

ASSUMPTIONS 13

PROJECT GOAL AND OBJECTIVES 14

METHODOLOGY 15

RESULTS 22

CONCLUSIONS 24

RECOMMENDATIONS 26

APPENDICES 27

A SYSTEMS APPROACH TO PLACEMENT AND FOLLOW-UP

A COMPUTER MODEL

INTRODUCTION

The demand for accountability, particularly in the field of education, has made mandatory the development and the implementation of a coordinated approach to placement and follow-up of all former public school students. This study has been concerned with the production of a computer model to be used as a systems approach to the solution of the problem.

In the past, assistance in locating a job or actual placement of a student on-the-job has been haphazard at best. Follow-up on former students has been left to the decretion of the individual teacher. A coordinated approach by all programs was lacking. An effort has been made through this project to develop a systematic approach for placement and follow-up utilizing data processing equipment and the computer, when possible, to aid in the process.

The school has accepted the responsibility of attempting to secure the re-enrollment of drop-outs. If this has been impossible, then the school has attempted to place the student in employment. If the school has a procedure for following up its graduates and its employed as well as unemployed drop-outs, then this information should be compiled in a form that would be easily accessible for use in decision making concerning future programming and program changes within the school. This study in the development of a systems approach to placement and follow-up has been an attempt to fulfill this need.

RATIONALE FOR THIS STUDY

The President's Commission on Law Enforcement (6) and Administration of Justice made specific recommendations on the school's role in securing jobs for youth:

1. The school should be broadened to include responsibility, not only for preparing youth for productive, responsible, and satisfying adulthood, but for guiding them into adult positions.
2. The school would be responsible for occupational placement and for subsequent guidance among work-bound youth. Moreover, part of the school's accountability should be its record in sending non-college-bound youth into labor markets.

One method of implementing these recommendations is the creation of an occupational placement and follow-up office in each school, whose responsibility would be not just occupational placement but continuing guidance, retraining, and re-employment assistance and reporting its record of performance to administrators and public (10).

An effective placement and follow-up system would increase the rationality of job preparation and placement and thereby, increase the sense among students that there is more operating for them than fate alone. Unless there is this for kids to stay in school, drop-out and delinquency problems will not be solved. This "pay-off" must be either opportunity for further education, training, experience leading to jobs, or immediate placement in jobs in the community -- a place which offers opportunity for training and advancement. The school must share the responsibility not only for training for jobs but also for job development and job placement.

The number of youth seeking job entry is rapidly increasing; the number of traditional-entry jobs are not. The youth employment problem, with all its attendant, social, and psychological problems, is going from

bad to worse. Obviously, this situation could develop into one of the most serious social problems this nation has ever encountered (10). Without a doubt, the biggest task facing the American high school today is to make its curriculum meaningful to students. For hundreds of thousands of boys and girls, this meaning must be found in subjects and curriculum related to the world of work, and the knowledge that a job and help to find that job awaits them when they complete their schooling.

Almost any of the problems already discussed could be multiplied by a factor of three to arrive at a fair picture of the size of the problems of the Negro worker. The U. S. Department of Labor reports that about one out of four non-white teenagers in the labor force was unemployed compared with about one out of eight white teenagers (9). Since 1955, the jobless rate among Negro youth has risen twice as fast as among white. Negro girls have a much higher unemployment rate than any other group in the entire labor force. Only about one-fifth of the young Negro workers with a high school diploma have white-collar jobs; more than one-half of the young white workers have such jobs (9).

The Negro population holds an extraordinary disproportion of lower class jobs. Comparing only non-farm workers, one out of three white workers is classified as unskilled or semiskilled, but three out of four Negro workers are in this catagory. With jobs at this level shrinking, the employment gap between white and non-white is bound to become even more pronounced.

Other figures emphasize the gravity of the Negro employment problem and underscore the point that the Negro is losing occupational area. Bell, in discussing the postindustrial society of the future, says that with education now the chief means of social mobility, we can

sketch a rough picture of the nation in thirty years; hence, by charting the kind and level of education each group is receiving and matching it against future labor force skill requirement, class lines in the United States will be predominately color lines (2).

No one can deny the fact that the greatest threat to our nation at the present time is the division between blacks and whites; yet, again and again the color lines have been drawn mainly on the basis of jobs. This situation demands that much greater effort be devoted to Negro education and employment. Equal employment opportunities must be made available.

Non-college-bound youth receive little of the special attention given college-bound youth during their school years, in the sense of preparing them for, and finding out where they will best fit into the world of work. And when a young person leaves school, even what little personal concern there was vanishes. There are 2,000 public employment offices throughout the country, but in a complicated system of thousands of hiring units, the disadvantaged youth is too often left to find, under his own steam, the jobs that fits his needs. The question then becomes how he can serve the economic system, not how it can serve him.

Society's obligation to see that there is an employment connection is the same regardless of how far a young person is able to go through the educational system or from what class strata he emerges. Since education is the bridge between men and work, what institution is in a better position to carry out this function than the school? Follow-up after placement would furnish the best basis for evaluation of programs as well as pressure to change to meet the needs of both the student and the labor force. This would probably be the best system of accountability available to the schools.

REVIEW OF LITERATURE

Until now, our schools have been interested primarily in what happens to the student while he is in the classroom. What happens to him after he leaves the classroom is regarded as more or less his own concern. For 60 years, vocational education has been confused with practical training required for a job and regarded as separate and distinct from "education". We give the students to vocational education when we have given up on them as students. We say that we want vocational education for those who do not have the ability for college, rather than using the vocational processes themselves to help develop this ability.

There are no separate goals in comprehensive education--only alternative means of reaching the options. Comprehensive education insures the availability to all pupils of the same range of knowledge. The modern academic curriculum must be more fully and more consciously related to the place of individual talent in human life.

An effective comprehensive program would start in the elementary grades, where the development of the individual's personality, the identification of talent, and the acquisition of general knowledge begin. Education is more specific in content at the elementary school level than at any other. What is now questioned is this specific content and the way it is transmitted.

Throughout the elementary grades there should be examinations of how man uses work for self-support, how major occupations employ knowledge, and how productivity is related to a variety of abilities. A major objective should be to discover each child's talents and demonstrate their relationship to the work world (4).

The elementary school's role is diagnostic and prescriptive. It should provide whatever experience a child may need to make learning real to achieve this end, the resources of vocational education are needed in the elementary school (4).

What we should seek to provide for those who need aid, most people agree, is not money, but the competence and the opportunity to support themselves. It is the renewed awareness of the universality of the basic human need for competence that is generating emphasis on career education. A whole new concept of career education and its place in the total educational enterprise is what is causing the emphasis on vocational education.

This new concept rests in the belief that no one should leave school without the basic education and skill which qualify a student for the satisfying use of his abilities in the world of work.

In regard to unrest, violence, etc., we have apparently been concentrating on the remedial measures instead of concentrating on the problem at its source. Career consciousness should be fostered in the youngest children by giving them opportunities to see at close range what the work of a nurse or a farmer or a printer is actually like. The schools should make extensive use of exploratory programs in the world of work--for some pupils, direct job-related instruction in the upper elementary grades.

Vocational guidance should be introduced early in the 7th or 8th grade to acquaint the student with workings of industry and commerce and help match his talents with his career objectives (4). This should enable the student to appreciate the relevance of his school performance to his career possibilities. While the middle school should stress those

subjects to calm the anguish of early adolescence, it should also build on the child's style of learning and talents by helping him see what adults who share his qualities do in society, what jobs they have, and what goals they pursue.

At the secondary level, it is recommended that students be allowed to move in and out of vocational, technical, and academic courses. Again, this is with the thought of exploration in mind. The vocational and academic courses should be taught with the thought of the other in mind, that is how do they relate to each other (4).

Tracking into college preparatory, general, and vocational programs closes off alternatives at the moment youngsters need to try them out (5). What I am saying is that the trend is to recognize that we are not preparing students for a specific occupation in most of our programs, but we are giving them experience that will enable them to make valid career judgments at graduation or drop out. When they are out of school, these youth or adults will finally decide what they want to do, once they decide there is no barrier to specilization. For example, the area school provides us the opportunity to really make auto mechanics out of these out-of-school people when they finally make their decision. Another example is production agriculture.

Production agriculture provides entry-level skills for at least 50 occupations. Homemaking and the various health occupations programs probably come closest to preparing the student for a narrow range of occupations, but even here the skills learned have applicability in many other occupations.

Too much specificity is not the major difficulty in vocational education content (3). Rather, the major difficulty is in its failure

to cover some significant areas of employment. The service occupations, unskilled and semiskilled occupations, occupations employing large proportions of women, and white-collar sub-professional occupations are significantly under represented.

There is an interesting conflict between our desire to prepare our students for a wide range of employment and our principal evaluative measure--"proportion of students employed within the occupation for which trained". A school will get highest short-term placement records with a program which (3):

a. prepares for employment in a particular establishment.

b. concentrates on a particular set of skills needed for employment at that moment in time.

c. carefully shields the student from a view of occupations other than the one for which he is being prepared.

d. emphasizes only the desirable aspects of employment in that occupation.

e. carefully rejects all students who would not be enthusiastically received by employers and labor organizations.

f. encourages students not to enter higher education.

g. encourages the student to continue in the field originally chosen, even if he later finds he is not capable or interested in it.

Such a program would be extremely narrow and would be rejected immediately by any high school vocational teacher. Yet this is the program which would have to be followed in order to get high initial placement rates (3).

Vocational education is frequently charged with teaching obsolete content. Undoubtedly this is true, but it is far less true and somewhat less important than many observers realize. Basic processes can be taught on old equipment and still be efficient because students are able to adapt in a very short time from instructional equipment to production equipment in employment.

Obsolescence likewise is less important than is frequently assumed. So long as we prepare such a small proportion of our workers by means of vocational education, it does not do too much harm to prepare them for certain static or even declining occupations. Very few occupations actually die, and so long as the student knows what he is getting into and is willing to travel to get a job, there is no occupation for which vocational education is training too many job entrants, and this definitely includes production agriculture. Whether or not one gets the best return on his investment with present patterns of enrollment and instruction is still a proper and important question, but it needs to be stated that vocational education is not training too many people for any occupation.

An important method of avoiding obsolescence is to have a placement service within the school (3). Every research study which has examined this question is in agreement that those schools with placement services have far better vocational education programs than those schools without placement services or with services that are separated physically from the schools. Significant differences are found, not only in placement records, but failure to offer instruction in new and rapidly expanding fields of employment is frustrating to students and employers alike.

This relationship may not be due to simple cause and effect. A wealthy school may be able to afford both a placement service and high quality instructors; nevertheless, when wealth is held constant, the school with the placement service excelled.

The part-time cooperative program manages to avoid almost all of these problems of obsolescence in teacher competence, quality of instruction materials and equipment, job satisfaction, and job stability.

The largest unanswered question in the field is, "What happens to the student as a result of high school vocational education?" Data is amazingly lacking.

Sample studies, however, have given us some relatively sound information (3):

a. Over 20 percent of vocational education graduates go on to post-secondary school education.

b. Less than 5 percent are unemployed (compared to 12 percent or more of their age group).

c. Of those in the labor force, between 60 and 80 percent are placed on jobs in the field for which trained or in related fields. In the part-time cooperative program, this figure approaches 90 percent. These figures are higher than for college programs in law and engineering and are also far higher than the proportion of graduates of the high school college preparatory program who go on to college.

d. Vocational graduates get jobs faster, are better satisfied with their jobs, and keep jobs longer than comparable graduates of other high school programs. All of these differences are significant, but not large.

e. High school vocational education costs about $150 per trainee per year in federal funds and less than $1,200 per trainee per year in toto. These costs are markedly less than for other occupational programs (indeed they are lower than they ought to be for maximum quality).

There are two basic reasons why the schools have not attacked in substantial fashion the problem of transition from work to employment:

a. Most importantly, society has never demanded it. The public schools in the United States are much affected by the pressures exerted by society, but no substantial group has been concerned about promoting a school activity which has been seen from the outside as being of little importance. On the other hand, the public has demanded strong programs of college preparation and that is what they are getting.

b. Among educators, theorists have almost uniformly called for unity of programs, with emphasis on general education (education which is needed by all students). Vocational education is seen as a divisive force which causes students to make early occupational choices; which is apt to decrease the amount of time available for general education; and which, because of early

choice, is likely to cause the student to neglect some phases of general education. It is interesting to note that these theorists also see over-specialized programs of college preparation as divisive.

The short-term costs of really modernizing vocational education are high. Classes are usually smaller in technical areas than in academic disciplines, equipment is expensive, and placement is time consuming. But when the costs and dividends are evaluated on a broader scale, it is a different story. Educating young people for employment costs in the long run far less than educating them for college programs most of them will never enter and then trying to reclaim them with remedial programs. It is ironic that the federal government spends about $4 in remedial programs for each dollar it invests in the "preventive medicine" of vocational education (1).

Federal policies should encourage the investment of at least as much money in career preparation as a part of the mainstream of secondary education as is invested in manpower training programs for out-of-school unemployed (1). The efficient way to use the federal dollar to encourage local school districts to supply adequate vocational and technical education opportunities as career preparation is to pay all or a substantial part of the extra costs involved.

The reports of the National Advisory Council on Vocational Education stress the need to shift emphasis from remedial programs. Two main lines of action are called for:

The first lies at the federal level, where steps should be taken to make government leadership more effective in shaping and carrying out policies relating to the improvement of vocational education (1).

The second is at the local level, where there is urgent need for coordination in planning between the school authorities and those engaged

in manpower training programs for the unemployed, in order to reduce both the flow of untrained youth and the pool of unemployed (1). This objective will require the formation of an appropriate local body specifically charged with the development of coordinated plan.

The secondary school was once the end of the line in education for most Americans. Now, for more and more of our youth, it is only a milestone along the way. Whether they leave it to go on to other schools or to go directly into the world of work, we want our young people to take from their secondary schools real skills and a sense of direction--a sense of direction rooted in competence, the ability to function productively and satisfyingly.

This goal is nothing new, really, but a fundamental part of both the American dream and the American reality.

As youth unemployment rates continue to climb, society is beginning to ask the schools for action, and increasingly they are getting it. Also, the educational theorists are beginning to re-examine their position. They recognize employment as desirable, and in several senses, necessary. As general requirements for employment climb, the compatability between these requirements and general education increases. Moreover, many of these theorists are pragmatists at heart, and they see the rising youth unemployment as a signal that something is wrong. This leads to a call for development of a logical rationale for the relationship of occupational and general education.

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ASSUMPTIONS

1. Any program to educate or train people outside or apart from the mainstream where the majority are educated will be seen as second class by those enrolled, by those who employ the trainers, and by those who may pay the bill, the taxpayers.

2. An overemphasis on remediation and correction rather than on development programs will not solve the problems of unemployment or manpower shortages, and the immediate and long-range costs will be greater.

3. Emphasis on entry job skills and employment are not enough to help those most in need. Every person aspires to career development with a future that has vertical and horizontal occupational mobility.

4. Whenever the labor market becomes tight, those without education or potential for learning new skills are the first to be fired.

5. There are now programs such as the Job Corps, Neighborhood Youth Corps, and Manpower Development and Training, which will assist youth to train for and get a job if he can prove he is a failure in the school system.

6. A man's occupation in American Society is now his single, most significant status conferring role. Whether it be high or low, a job status allows the individual to form some stable conception of himself and his position in the community.

7. Providing vocational, occupational and related academic training as well as placement, follow-up, guidance, and retraining if necessary to all students even those that graduate from high school would appear to be the most logical approach to the accountability problem.

8. The actions of any government should be perceived as provided for all citizens, if the hope is sincere to integrate all into the mainstream of American life and to develop within those with special needs a sense of unity with rather than separateness from the national mainstream.

PROJECT GOAL AND OBJECTIVES

The goal of this project is to develop a model for placement and follow-up that would utilize a systems approach, take advantage of data processing techniques, and utilize the computer to the fullest extent possible. The model should be exportable in nature for wide spread use by other school systems.

Objectives

1. To provide information for every student as to where he can find a job, both part-time and full-time, and to provide aid to these students in securing these jobs.
2. To design an information system to aid the placement office to determine which job will fit each student by utilizing employee and employer information.
3. To provide employment aid to out-of-school youth and adults.
4. To follow up on every student who graduates or drops out of school before graduation for five years from the date of termination to see what occupation the student pursues.
5. To record the information so that it can be retrieved by the computer and be analyzed yearly.
6. To contact each student annually to up date this information by use of the mail.
7. To provide alternate means of contacting students if there is no response.
8. To design the forms necessary to gather the data wanted and adapt it to our data processing equipment and the computer.
9. To adapt as much of the program to data processing and computer as possible.
10. To report to the administration and the Texas Education Agency the results of the study.

METHODOLOGY

In August of 1971 the Research and Development Division of the Texas Education Agency funded the project. At that time the project got underway with the hiring of Mr. Frank Lown as Placement and Follow-up Coordinator. A full time secretary-clerk was hired and key punch and extra clerical help was hired as was needed throughout the project. The vocational director for the school system was designated as the project director.

The follow-up and placement coordinator worked under the supervision of the vocational director and was located at the Bryan High School. He worked closely with all the principals of the district in establishing a rapport necessary to carry out the functions he was charged with. Those duties as set forth in the proposal for the coordinator were:

1. Coordinate all placement activities of the school.
2. Coordinate all follow-up activities of the school.
3. Be responsible for developing all forms and recording all data involved in placement and follow-up.
4. Adapt all placement and follow-up information to our data processing and computer setup.
5. Be responsible for keeping careful records on procedures and preparing a comprehensive report on the developing of this process.
6. Contact each dropout or graduate and provide placement services or information for further career planning.

The establishment of the placement and follow-up office and identification of its function was set forth in a letter originating from the superintendent's office. The letter set forth the objectives of the program and identified what the coordinator was supposed to do.

The letter ask for support from all school personnel in making the venture a success. (See Appendix A.)

Many contacts were made with the local community personnel and Employment Commission to obtain as much information about jobs as possible. Instruments for gathering data were devised or borrowed from other successful employing offices in public schools. The Bryan School System is indebted to the Houston School System for help in this area.

The first instrument necessary was the employer information sheet which gives information necessary to select possible employees. (See Appendix B.) An employee information sheet was necessary to gather data on potential employees. (See Appendix C.) These documents were kept readily available in the placement office for quick reference and updating. When a student asks for help he may be referred to an appropriate employer. Also included in the appendix as Appendix D is the referral form the student takes when he goes for a job interview.

A highly successful technique to get our service in front of the public and to get as many employers as possible familiar with the school's placement services is to have an "Occupational Placement Day." Appendix E describes the objectives and activities that we hope to carry out during this day. Generally we want to get as many employers into our school as possible and bring possible employees into contact with them for job interviews. At the time we sent out this letter of invitation we ask for information about the occupational interests of the firm, the number of students that they would like to interview, and whether the employment would be full-time, part-time, or summer. (See Appendix F.) If we obtained a commitment we reserved an interview station for them and scheduled times for them to interview students. (See Appendix G.) Students were asked to fill out a job placement application

describing their skills, etc., which was provided the appropriate interviewer prior to their interview. (See Appendix H and I.) The student received an interview appointment slip to identify where and when he was to report. (See Appendix J.) The interviewers received information about the occupational day procedures as well as an interview report for each student interviewed to provide data for evaluation. (See Appendix K and L.) A follow-up letter was sent to each participating employer giving them a follow-up or report on the "Occupational Placement Day." (See Appendix M.)

Follow-Up -- A computerized system of follow-up was more feasible and practical than was utilization of the computer in placement. The first phase of this program was to devise the necessary forms for collecting the raw data. Included here was the recording of data on students currently enrolled in vocational-technical programs. If we obtain this data, we have in our computer files the names, addresses, etc., of all students that are required to be contacted by the Vocational Amendments of 1968. This should eliminate the problem of no record of follow-up on students enrolled in vocational education programs, regardless of teacher turn over, loss of records, etc., that is commonly used as one excuse for lack of follow-up at the local level. The form that we divised is entitled Active Student Data for Computer File. (See Form I.) The information sought on this form was compiled by taking the various forms required by the Texas Education Agency and preparing a question and blank for each bit of information required by these forms. A form was designed and each item numbered so that the key punch operator could punch directly from the form as filled out on each active student.

A very similar form was devised for students who had exited the school system before the current year. (See Form 2.) The two forms contain basically

FORM I

ACTIVE STUDENT DATA FOR COMPUTER FILE:

1. Identification Number _____ (1-9)
(Social Security No. or Student Identification No.)

2. Student's Name: _____
(Last 11-22) (First 23-32) MI 33)

3. Is student currently employed? Yes _____ NO _____ (34)

4. If yes what occupation? _____ (35-49)

5. OE code for occupation in which employed: _____ (50-56)

6. Title of Job: _____ (57-69)

7. Number of hours per day employed _____ (70-73)

8. Salary per hour: _____ (74-77)

9. Sex: Female _____ Male _____ (78)

10. Race (white, Negro, Mexican-American, etc): _____ (79)

11. Current Address: _____
(No. & Street 11-31) (City 32-42) (State 43-47) (Zip code)
(43-37)

12. Current telephone number: _____
(Area code 53-55) (Phone Number 56-62)

13. Date of birth (Month-day-year) _____ (63-68)

14. Date of this record (Month-day-year) _____ (69-74)

15. Parents'/Guardian's Address: _____
(No. & Street 11-31) (City 32-42) (State 43-47)
_____
(zip code 48-52)

16. Parents'/Guardians' Telephone No. _____
(Area Code 53-55) Phone No. 56-62)

17. Remarks _____ (63-79)

18. Employer's Address: _____
(No.& Street 11-31) (City 32-42) (State 43-47) (Zip 48-52)

19. Employer's Telephone No. _____
(Area code 53-55) (Phone No. 56-62)

20. Name of employer _____ (63-79)

21. Vocational Program/course in which enrolled _____ (11-14)

22. OE code for occupation in which student is being trained: _____ (15-21)

23. Total number of hours in vocational course in which enrolled _____ (22-25)

24. Name of school attending _____ (26-28)

25. Grade in which enrolled _____ (29-20)

26. Name of vocational teacher/coordinator _____ (31-47)

27. Date entered this vocational program/course _____ (48-51)
(month-year)

28. Date exited/scheduled for completion _____ (52-55)
(month-year)

29. Reason for exiting: _____ (56-59)

30. Remarks _____ (60-79)

FOLLOW-UP DATA FOR COMPUTER FILE FORM 2

1. Identification number_____ (1-9)
(Social Security No. or Student Identification No.

2. Name while a student_____
(Last 11-22) (First 23-32) (MI 33)

3. Is student currently employed? Yes_____ No_____(34)

4. If yes, what occupation_____ (35-49)

5. OE code for occupation in which employed (See instructions)_____ (50-56)

6. Job title_____ (57-68)

7. Number of hours per day employed _____ (69-73)

8. Current salary_____ (74-77)

9. Sex Female_____ Male_____ (78)

10. Race (White, Negro, Mexican-American or other (specify):_____ (79)

11. Present name (If different from above)_____
(Last 11-22) (First 23-32) (MI33)

12. Beginning salary _____ (34-37

13. Number of employees supervised_____ (38-40)

14. Year this student in follow-up_____ (41-42)

15. Remarks _____ (43-79)

16. Most current address_____
(Number & street 11-31) (City 32-42) (State 43-47)

_____
(Zip 48-52)

17. Area code and phone number_____ (53-55)_____ (56-62)

18. Date of birth (Month,day,year)_____ (63-68)

19. Date of this record (month,day,year)_____ (69-74)

20. Has student received a step increase in present job Yes_____ No____(75)

21. Address of employer_____
(No. & street 11-31) (City 32-42) (State 43-47) (Zip48-52)

22. Area code and phone number _____(53-55)_____ (56-62)

23. Name of employer_____(63-79)

24. Vocational program in which enrolled (see instructions)_____(11-14)

25. OE code for occupation which student was trained (see instructions)
_____ (15-21)

26. Name of school from which exited_____ (26-28)

27. Name of vocational teacher/coordinator_____ (31-47)

28. Date student exited_____(48-51)

29. Reason for exiting (see instructions)_____ (52-55)

30. Was student enrolled in vocational education? Yes_____ No____(56)

31. Number of hours and percent of program completed_____ _____
(57-60) (61-63)

32. Post-exit activity (see instructions)_____ (64-67)

the same information, but were to be filled out on students exiting the school system the previous five years. Instructions for completing these forms are attached as Appendix N.

After obtaining the necessary raw data on the active student and the former students, it was necessary to devise computer programs that would prepare reports that fulfilled the requirements of each program and the local administration. To record the Active Student Information, outlined previously, data was key punched into a minimum of five cards in a format as shown in the multiple layout form for the active student file. (See Form 3.) Data on former students was recorded in the same manner by key punching the information in a format as indicated on the Multiple Layout Form for Follow-up Student File. (See Form 4.)

The following computer programs have been developed and utilized to record and report the necessary information for analysis and evaluation:

1. Update Program
2. Delete Program
3. Change Record Format Program
4. Follow-Up Summary Program
5. Follow-Up Detail Program
6. Roster Program
7. Mailer Program
8. Non-Vocational Follow-up Summary Program

A description of these computer programs may be found in Appendix O. The purpose of these programs and what will be reported is also described. This description is important to the computer people and programmer, but what is produced for the educator will be shown in this part of the document and the use will be discussed.

ACTIVE STUDENT FILE
MULTIPLE LAYOUT FORM
FOR ELECTRIC ACCOUNTING MACHINE CARDS

BRANCH OFFICE NO. JCRF

INTERPRETER SPACING

DATE 4/14/72

| | ELECTRO NUMBER | | |

FOLLOW-UP STUDENT FILE
MULTIPLE LAYOUT FORM
FOR ELECTRIC ACCOUNTING MACHINE CARDS
INTERPRETER SPACING

BRANCH OFFICE NO. JCRF

DATE 4/14/72

| | ELECTRO NUMBER | | |

First the instructor of each course will receive a printout of active students for continuous updating and instructor use during the current school year. An example is shown as Form 5. If changes occur this is reported to the follow-up coordinator and the master file is updated. The printout is produced for each instructor, by campus, by course, and includes vital information printed as seen on Form 5.

On October 1, the instructor received a printout of all of his/her students who had exited their vocational program for the past five years. An example of this may be seen as Form 6, 6.1, 6.2, 6.3, and 6.4. This is also by campus, by instructor, by year, and contains vital information about each student. In addition to this detail printout, the teacher will receive a summary of his/her students by year. An example of this printout (Form 7, 7.1, 7.2, 7.3, 7.4) includes in items A through D the vital information combined and summarized. Items E through J contain a summary of information on those not available for placement and the reason, and K through O is information on those employed or available for placement. Item P is a total of the former students in the computer for that year, for each occupation indicated. The "seven" series of forms includes students who are still enrolled in school.

The instructor also receives a mailout on each former student, containing the vital information maintained in the master file and a request to update this by the student. (See Form 8.) It should be noted that at the bottom of Form 8 the student's name and address appear in a manner that when folded properly, will show in a window envelope. A self-addressed stamped envelope is also included in the letter to the former student. We ask the teacher to mail out these inquiries and use all alternate means possible to keep updated on former students. In an effort to keep teachers involved and believing that students will respond to them better because

they can identify with them better, the instructor mails out, receives data, and updates for the follow-up coordinator.

A summary of the total follow-up is also available to administrators and supervisors for evaluation. (See Form 9, 9.1, 9.2, 9.3, 9.4.) This summary is printed out by year for the five-year period and also printed out combined for all five years. (See Form 9.5.) All vocational programs that are in the district are included in this printout. It includes numbers employed in occupation for which trained as well as related occupations, and other occupations. Form 9.5 also includes students who may still be in high school but, may have dropped from a vocational program.

A summary of the total follow-up by year and summarized is also available to administrators and supervisors that includes only those students that have exited the system through high school graduation or drop out. (See Form 10, 10.1, 10.2, 10.3, 10.4, 10.5.) Caution should be taken in the analysis of these figures because the percentages are percentages of the total in the follow-up and does not eliminate those not in the labor force or those of unknown status before calculations are made. The figures in all the forms should not be analyzed because they are inaccurate and do not represent the true totals of any particular school district. The numbers are samples used to test the computer program for its format and delivery.

A summary of non-vocational-technical students is also provided for evaluation. (See Form 11.) The categories summarized on this printout are the ones that are on the Annual Plan for Vocational Education submitted to the Texas Education Agency each spring by local school districts.

One-half of the non-vocational students were mailed a form identical to that of the vocational students. Since the non-vocational students were not conditioned to respond while they were in school, a letter from the principal was sent with the printout so that the student would have someone to identify with. (See Form 12.) The other half were mailed a short form (see Form 13) to see which inspired the best response.

The short form required only the minimum of information. At the time of this writing, the response by each group was comparable, with a slightly higher percentage of those receiving the short form responding- 49.5% vs 44.2%.

BRYAN PUBLIC SCHOOLS

VOCATIONAL EDUCATION

ACTIVE STUDENT ROSTER

INSTRUCTOR : LANDISS CAMPUS : BRYAN HIGH VOC. COURSE : HOME ECONOMIC COOP. EDUC. DATE:01/26/73

STUDENT ID NO.	STUDENT NAME	SCHOOL GRADE	DATE OF BIRTH	SEX	RACE	ADDRESS: STREET	CITY	STATE	ZIP CODE	PHONE NUMBER	USOE CODE	HOURS IN COURSE	SALRY HR.
	DATE OF INFO / ADDRESS OF PARENT OR GUARDIAN (IF DIFFERENT FROM STUDENT									PHONE NUMBER	REMARKS		
	EMPLOYER NAME	OCCUPATION OR JOB TITLE				ADDRESS OF EMPLOYER				PHONE NUMBER	USOE CODE	HRS EMP.	
457116212	BECKA DAVID J	11	082956	M	W	RT. 2, BOX 116-B	BRYAN	TEXAS	77801	8220603	09.0205		
	092172												
	MR. FRANK SOSLIK	HOUSEKEEPER				713 SOUTH MAIN ST.	BRYAN	TEXAS	77801		09.0205	03.0	1.25
455155326	BOYD NITA J	11	040956	F	W	1410 SKRIVANEK ST.	BRYAN	TEXAS	77801	8226988	09.0252	0900	
	092172									BAND PRES.&STU COUN			
	VIRGINIA SCHIGUT	BRIDAL CONSUL				3211 TEXAS AVENUE	BRYAN	TEXAS	77801	8224912	09.0252	04.0	1.00
451021064	ERISCO BEN H	11	080953	M	N	RT. 4, BOX 180	BRYAN	TEXAS	77801		09.0203		
	092172												
	LILLY ICE CREAM	DELIVERER				206 N. WASHINGTON ST	BRYAN	TEXAS	77801	8221515	09.0203	04.0	1.25
CN0011255	COLLINS ROBERT C	11		M	W	RT. 4, BOX 94-A	BRYAN	TEXAS	77801	8464162	09.0204		
	092172												
	THE COLLINS CO.	FURNISHIN AID				103 PLEASANT STREET	BRYAN	TEXAS	77801	8464551	09.0204	04.0	1.60
449981024	CULBRETH KATHY L	12	042555	F	W	1506 EAST 28TH ST.	BRYAN	TEXAS	77801	8223455	09.0204	1220	
	091372												
	DALE WATSON	HOME FURN AID				1903-AA SOUTH COLLEG	BRYAN	TEXAS	77801		09.0204	04.5	1.65
46108744Z	DAVIS LINDA F	11	062156	F	N	708-A N.STERLING ST	BRYAN	TEXAS	77801	8234838	09.0203	0720	
	092172												
	ST. JOSEPH HOSP.	BAKERY AIDE				BRYAN	TEXAS	77801			09.0203		1.60
457116828	DOSS PENNY L	12	041655	F	W	111 WAVERLY STREET	BRYAN	TEXAS	77801	8220701	09.0203	0720	
	092172												
	BRUCE BALDWIN	WAITRESS				3808 TEXAS AVENUE	BRYAN	TEXAS	77801	8468007	09.0203	04.0	1.50
44998055F	ESCOBAR DORA A	12	051855	F	M	410 BOULEVARD STREE	BRYAN	TEXAS	77801	8221754	09.0203	0900	
	092172												
	MR. WESLEY GIDEON	BUSGIRL				2300 TEXAS AVENUE	BRYAN	TEXAS	77801	8238131	09.0203	04.0	1.60
46704397H	GARNER DEBRA K	11	081154	F	W	185 FIN FEATHER ACRE	BRYAN	TEXAS	77801	8230246	09.0201	1220	
	092172 508 SOUTH BRYAN ST. BRYAN TEXAS 77801												
	MRS. D. FRENCH	BABYSITTING				110 ROYAL STREET	BRYAN	TEXAS	77801	8220391	09.0201	04.5	1.30
459042468	HALL VICKI C	12	110954	F	W	1109 EAST 25TH ST.	BRYAN	TEXAS	77801	8226513	09.0203	0936	
	092172												
	MR. JAMES CASHMAN	WAITRESS				MANOR EAST MALL	BRYAN	TEXAS	77801	8229016	09.0203	03.5	1.60
453089692	HANEY SHEILA L	11	120955	F	W	RT. 3, BOX 231-B	BRYAN	TEXAS	77801	8467949	09.0202	1220	
	092172												
	THE FABRIC SHOPPE	FABRIC SALESG				BRYAN	TEXAS	77801			09.0202	04.5	1.25

FORM 5

FORMER STUDENT FOLLOW-UP DATA

INSTRUCTOR SCHREINER CAMPUS STEPHAN F AUSTIN YEAR IN FOLLOW-UP 68 DATE OF RECORD 01/26/73

STUDENT ID NO.	STUDENT NAME	DATE OF BIRTH	SEX RACE	CURRENT ADDRESS STREET CITY STATE ZIP CODE	TELEPHONE NUMBER	VOC. ED. COURSE	USOE CODE	AMT. COMP.
	DATE OF INFO / PRESENT NAME			REASON EXITED / POST EXIT ACTY / SUPER. / NO EMP. / STEP / REMARKS				
	EMPLOYER NAME	OCCUPATION OR JOB TITLE		ADDRESS OF EMPLOYER	TELEPHONE NUMBER	USOE CODE	HRS EMP	SALARY PER MO
CN0010351	AREVALO PAUL 120171	070849	M M GRAD	WORK	8226529	ICTR	17.0302 08.0	1000
CN0010352	BARTON JACK 120171	012650	M W GRAD	2406 SOUTHSIDE BRYAN TEXAS 77801 ENAF	8224153	ICTR	17.1503 08.0	2000
CN0010353	BRITTON ORAN 120171	091748	M W GRAD	103 S ENNIS BRYAN TEXAS 77801 ENAF	8233378	ICTR	17.0600 08.0	2000
CN0010354	CRUZ ALEX 120171	040149	M M GRAD	606 WALNUT BRYAN TEXAS 77801 UNKN	8224677	ICTR	17.1601	2000
CN0010355	GALLIEN LORAINE 120171	100649	F W GRAD	1708 WILSON BRYAN TEXAS 77801 UNKN	8220480	ICTR	07.0303	1000
467808134	HERNANDEZ ESMERALDA 111771 GONZALES ESMERALDA BRYAN HOSPITAL	100549 SWTCHBORD OP	F M GRAD	1411 HOPPESS BRYAN TEXAS 77801 HARD Y HMWE HOMEMAKER WAGE EARNER 117 SOUTH REGENT BRYAN TEXAS 77801	8224978 8221347	ICTR 14.0401	07.0303 08.00350	
CN0010357	KUBICHEK ROBERT 120171 PICTORIAL PRESS	111249 PRINTER	M W GRAD	1406 FANNIN BRYAN TEXAS 77801 WORK Y 2606 TEXAS AVE BRYAN TEXAS 77801	8223771 8230088	ICTR 17.1005	17.1901 08.0	2000
CN0010358	MCCARTY JACKIE 120171 TEXAS A & M	021750 CAMERA MAN	M W GRAD	TAMU T V STATION BRYAN TEXAS 77801 OWOR COLLEGE STA TEXAS 77840	8224758	ICTR 17.1500	17.1503 08.0	2000
CN0010359	NORRIS JIM D 120171	102448	M W GRAD	2323 CARTER CREEK PK BRYAN TEXAS 77801 ENAF	8220124	ICTR	17.2302 08.0	1000
CN0010360	RANDLE RAY 120171	101250	M W GRAD	RT 2 BOX 285 BRYAN TEXAS 77801 WORK	8226468	ICTR	17.1001	0500
CN0010361	RYAN SUZIE 120171 SCOTT SUZIE DR.GARLAND WATSON	060749 DENTAL ASSNT	F W GRAD	3210 COLSON RD BRYAN TEXAS 77801 WORK 2400 BROADMOOR BRYAN TEXAS 77801	8235715 8463232	ICTR 07.0101	07.0103 08.0	2000

: Y P L I S C O L

FORMER STUDENT FOLLOW-UP DATA

INSTRUCTOR TODD L CAMPUS STEPHAN F AUSTIN YEAR IN FOLLOW-UP 69 DATE OF RECORD 01/26/73

STUDENT ID NO.	STUDENT NAME	DATE OF BIRTH	SEX	RACE	CURRENT ADDRESS STREET	CITY	STATE	ZIP CODE	TELEPHONE NUMBER	VOC. ED. COURSE	USOE CODE	AMT. COMP.
	DATE OF INFO / PRESENT NAME		REASON EXITED	POST EXIT ACTY	NO EMP. SUPER.	STEP INC	REMARKS					
	EMPLOYER NAME	OCCUPATION OR JOB TITLE			ADDRESS OF EMPLOYER				TELEPHONE NUMBER		USOE CODE	HRS EMP PER WO / SALARY
466888022	BERNAL ROSE M	062451	F	H	204 SPRUCE	BRYAN	TEXAS	77801	8467516	CSMG	17.2602	1500
	112471		GRAD		WORK		Y	VERY ARTISTIC DEPENDABEL GOOD ME				
	LEOLA TODD	COSMETOLOGIS			1414 S COLLEGE	BRYAN	TEXAS	77801	8220640		17.2602	08.00400
CN0010302	BERNAL ROSEMARY		F	M	302 HOLT	BRYAN	TEXAS	77801		CSMG	17.2602	1500
	120371		GRAD		VOTC			ATTENDING LVN SCHOOL AUSTIN TEX				05.0
CN0010304	BREWER CATHY		F	W	212 S VINEYARD APT	SINTON	TEXAS	78387		CSMG	17.2602	1500
	120371 GIBSON CATHY		GRAD		MARD							
CN0010300	BRISHER ANGELA		F	W	RT 1 WHEELOCK	WHEELOCK	TEXAS	77882	5892519	CSMG	17.2602	1500
	120371 JONES ANGELA		GRAD		MARD			MARRIED DID NOT WANT TO WORK				
CN0010301	DREW NORA	060850	F	W	209 SULPHUR SPRING	BRYAN	TEXAS	77801	8225168	CSMG	17.2602	1500
	120271 LAFEVRE NORA		GRAD		MARD							
451022214	FUDGE GERA	102549	F	W	204 SPRUCE APT 3	BRYAN	TEXAS	77801	8467516	CSMG	17.2602	1500
	112471		GRAD		WORK		Y	WORKS ON COMMISSION				
	LEOLA TODD	COSMETOLOGIS			1414 S COLLEGE	BRYAN	TEXAS	77801	8220640		17.2602	08.00400
CN0010306	JONES PATSY	111450	F	W	4402 COLLEGE MAIN	BRYAN	TEX	77801		CSMG	17.2602	0805
	120371 LISEMBE PATSY		DROT		WORK			MARRIED ONE CHILD				
	BEALL DEPT STORE	SALES CLERK			211 N MAIN ST	BRYAN	TEX	77801	8223571		04.0800	08.0
466867875	JUAREZ MARY	031050	F	M	307 E 27TH	BRYAN	TEX	77801	8223691	CSMG	17.2602	1500
	120371 SARAGOSA MARY		GRAD		WORK		Y					
	CLAIRE ARTERBURN	COSMETOLOGIS			704 ROSEMARY	BRYAN	TEX	77801	8466364		17.2602	08.00400
CN0010299	LAZA MARY B		F	W	202 GLENWOOD	BRYAN	TEX	77801	8238328	CSMG	17.2602	1500
	120171 JARVIS MARY B		GRAD		WORK							
	JEANNETTE LAWSON	COSMETOLOGIS			715 MANOR EAST	BRYAN	TEX	77801	8221539		17.2602	08.0
458927863	ROSS PATRICIA	072151	F	N	803 WEAVER	BRYAN	TEXAS	77801		CSMG	17.2602	1500
	112471 MIDDLETON PATRICIA		GRAD		WORK		Y	WORKS WELL & IS DEPENDABLE				
	SANDRA TODD	BEAUTICIAN			1414 S. COLLEGE AVE	BRYAN	TEXAS	77801	8220252		17.2602	08.00400
458927539	SISCO BRENDA	051151	F	W	204 SPRUCE = 3	BRYAN	TEXAS	77801	8467516	CSMG	17.2602	1500
	120271		GRAD		WORK		Y					
	MRS WALTER ARTERB	COSMETOLOGIS			704 ROSEMARY	BRYAN	TEXAS	77801	8466364		17.2602	08.00500

FORM 6.1

BRYAN PUBLIC SCHOOLS

FORMER STUDENT FOLLOW-UP DATA

INSTRUCTOR TODD G CAMPUS STEPHAN F AUSTIN YEAR IN FOLLOW-UP 70 DATE OF RECORD 01/26/73

STUDENT ID NO.	STUDENT NAME / DATE OF INFO / PRESENT NAME	DATE OF BIRTH	SEX RACE	CURRENT ADDRESS STREET / CITY / STATE / ZIP CODE	TELEPHONE NUMBER	VOC. ED. COURSE	USOE CODE	AMT. COMP.
	REASON EXITED / POST EXIT ACTY / NO EMP. SUPER. / STEP INC / REMARKS							
	EMPLOYER NAME	OCCUPATION OR JOB TITLE		ADDRESS OF EMPLOYER	TELEPHONE NUMBER	USOE CODE	HRS EMP PER WO	SALARY PER MO
CN0010329	ANDERSON GERALD W 110971	112851	M W	2303ABOMBER DR BRYAN TEXAS 77801 WORK 002 Y	8225249	ICTR	17.0302	1500
	ANDERSONS 66	ATTENDANT		2010 S COLLEGE BRYAN TEXAS 77801	8223546	04.1600	08.00500	
	TRFR							
459909495	CONLEE LARRY J 110971	011352	M W	1207 BECK ST BRYAN TEXAS 77801 WORK	8231540	ICTR	17.0399	1000
	BRYAN AUTO SUPPLY	AUTO PARTSMA		410 N TEXAS AVE BRYAN TEXAS 77801	8221545	17.0399	08.0	
	GRAD							
451869920	EARP RICHARD L 110971	060852	M W	311 BLUEGRASS BRYAN TEXAS 77801 UNKN		ICTR	17.1300	1000
	GRAD							
462846485	FORE REGINA 110971 PAVLAS MRS REGINA	110351	F W	RT 5 BOX 202 B BRYAN TEXAS 77801 WORK	8233645	ICTR	07.0103	1000
	ST JOSEPH HOSPITA	RECEPTIONIST		3801 FRANCISCIAN DR BRYAN TEXAS 77801	8223776	14.0406	08.0	
	GRAD							
CN0010330	GLIDEWELL RANDALL 110971	032451	M W	2318 FRANKLIN BRYAN TEXAS 77801 ENAF	8225532	ICTR	07.0203	1000
	GRAD						08.0	
452801103	GRENWELGE JAMES R 110971	030352	M W	200 LOUISE COLLEGE ST TEXAS 77840 WORK	8220086	ICTR	17.0399	1000
	LAWRENCE PARKER C	OPERATOR		CO BRYAN TEXAS 77801		17.1003	08.0	
	GRAD							
CN0010331	JANAC DONALD R 110971	061450	M W	804 TANGLEWOOD BRYAN TEXAS 77801 WORK	8467137	ICTR	17.2900	1500
	BUTCHER					17.2900	08.0	
	DROT							
459908943	KOPCZYNSKI WENDY W 110971	021252	F W	527 BRYANT BRYAN TEXAS 77801 WORK Y	8235762	ICTR	07.0303	1000
	BRYAN CLINIC	BOOKKEEPER		117 S REGENT BRYAN TEXAS 77801	8221347	14.0102	08.00400	
	GRAD							
459909493	KRC DANIEL E 110971	031052	M W	RT 1 BOX 683 BRYAN TEXAS 77801 WORK Y	5376262	ICTR	17.1099	1000
	BRYAN PUBLIC SCHO	ELECTRICIAN		2200 VILLA MARIA RD BRYAN TEXAS 77801	8235441	17.1401	08.0	
	GRAD							
459909503	KUBICHEK DEBORAH L 110971	010652	F W	1406 FANNIN ST BRYAN TEXAS 77801 HARD	8233760	ICTR	17.0703	2000
	GRAD							
466888054	LOCKE J 110971	081651	M W	1417 CARVER BRYAN TEXAS 77801 WORK	8223163	ICTR	17.1002	1000
	DROT							

FORM 6.2

RY PL CO

FORMER STUDENT FOLLOW-UP DATA

INSTRUCTOR MEYER CAMPUS BRYAN HIGH YEAR IN FOLLOW-UP 71 DATE OF RECORD 01/26/73

STUDENT ID NO.	STUDENT NAME	DATE OF BIRTH	SEX RACE	CURRENT ADDRESS STREET CITY STATE ZIP CODE	TELEPHONE NUMBER	VOC. ED. COURSE	USOE CODE	AMT. COMP.
	DATE OF INFO / PRESENT NAME		REASON EXITED	POST EXIT ACTY	NO EMP. SUPER.	STEP INC	REMARKS	
	EMPLOYER NAME	OCCUPATION OR JOB TITLE		ADDRESS OF EMPLOYER	TELEPHONE NUMBER	USOE CODE	HRS EMP	SALARY PER MO
466889270	ANDERSON ESTELLA M	071149	F N	2010 NEWTON BRYAN TEXAS 77801		VONR	07.0302	1793
	031672		GRAD	WORK Y				
	ST. JOSEPH HOSP	LVN		2801 FRANCISCAN DR. BRYAN TEXAS 77801	8223776	07.0300	08.0	
459721535	BAILEY DOROTHY J	060444	F N	502 WEST 16TH BRYAN TEXAS 77801	8230411	VONR	07.0302	1793
	031672		GRAD	WORK Y				
	ST. JOSEPH HOSP	LVN		2801 FRANCISCAN DR. BRYAN TEXAS 77801	8223775	07.0302	08.0	
464247898	BAYER HAZEL J	110322	F W	306 N. HASWELL DR. BRYAN TEXAS 77801	8231649	VONR	07.0302	1793
	010473		GRAD	WORK 002 Y				
	DR. T.T. WALTON,	OFF NUR ASST		302 EAST 27TH BRYAN TEXAS 77801	8223785	07.0303	08.00510	
CN0010419	BLACK BARBARA J	070952	F W	P.O. BOX DE COLLEGE STA TEXAS 77804		VONR	07.0302	1793
	031672 VINCENT BARBARA J		GRAD	WORK N				
	ST. JOSEPH HOSP	GRAD VOC NUR		2801 FRANCISCAN DR. BRYAN TEXAS 77801	8223775	07.0302	08.0	
463687538	CASHAW ROSIE N	090741	F N	719 HENDERSON ST. BRYAN TEXAS 77801	8229002	VONR	07.0302	1793
	031672		GRAD	WORK Y				
	ST. JOSEPH HOSP	LVN		2801 FRANCISCAN DR BRYAN TEXAS 77801	8223775	07.0302	08.0	
459909514	GARCIA YOLINDA J	050152	F H	RT. 1, BOX 189 BRYAN TEXAS 77801	5376195	VONR	07.0302	1793
	031672		GRAD	WORK N				
	ST. JOSEPH HOSP	NURSE		2801 FRANCISCAN DR. BRYAN TEXAS 77801	8223776	07.0300	08.00350	
452782511	GRUBBS CAY M	101150	F W	10711 LANDSAOWNE HOUSTON TEXAS 77035	7299368	VONR	07.0302	1793
	010473		GRAD	WORK				
	COMMUNITY I.C.U.	LVN		COMMUNITY I.C.U. SAN BERNAR. CALIF		07.0300	08.00510	
454424233	HANHART BERTHA N	050429	F W	P.O. BOX 494 CALVERT TEXAS	3642278	VONR	07.0302	1793
	010473		GRAD	WORK 006 Y HOME FOR SENIOR CITIZENS				
	CALVERT I.S.D.	LVN		CALVERT TEXAS	3642824	07.0302	08.00480	
504486605	JANKE BETTY P	013142	F W	1221 BERKELEY ST. COLLEGE STA TEXAS 77840	8464006	VONR	07.0302	1793
	010473		GRAD	WORK Y				
	BRYAN CLINIC	LVN		202 EAST 27TH STREE BRYAN TEXAS 77801	8221347	07.0302	08.00300	
451603449	JONES MARY W	061938	F N	RT.0, BOX118 BRYAN TEXAS 77801	8222235	VONR	07.0302	1793
	031672		GRAD	WORK Y				
	ST. JOSEPH HOSP	LVN		2801 FRANCISCAN DR. BRYAN TEXAS 77801	8223775	07.0302	08.0	
466889145	LEWIS MARY A	022349	F N	502 WEST 19TH BRYAN TEXAS 77801		VONR	07.0302	1793
	031672		GRAD	WORK Y				
	BRYAN HOSPITAL	LVN		202 EAST 27TH BRYAN TEXAS 77801	8221347	07.0300	08.0	

FORMER STUDENT FOLLOW-UP DATA

INSTRUCTOR LANDISS CAMPUS BRYAN HIGH YEAR IN FOLLOW-UP 72 DATE OF RECORD 01/26/73

STUDENT ID NO.	STUDENT NAME / DATE OF INFO / PRESENT NAME	DATE OF BIRTH	SEX RACE	CURRENT ADDRESS STREET CITY STATE ZIP CODE	TELEPHONE NUMBER	VOC. ED. COURSE	USOE CODE	AMT. COMP.
	REASON EXITED / POST EXIT ACTY / NO EMP. SUPER. / STEP INC / REMARKS							
	EMPLOYER NAME / OCCUPATION OR JOB TITLE / ADDRESS OF EMPLOYER				TELEPHONE NUMBER	USOE CODE	HRS EMP	SALARY PER MO
000129558	SPIES DEBRA E 021672 H.H. TANNER	052154	F W GRAD	2606 BECK ST. BRYAN TEXAS 77801 WORK 108 NORTH BRYAN BRYAN TEXAS 77801	8226660	HHKT 04.0900	09.0101 04.00120	
451869316	SWAIN ULYSEE 111771	081152	M N GRAD	911 WEST 17TH STREE BRYAN TEXAS 77801 UNKN	8224543	HHKT	09.0101	
458929154	THORNTON ROSIE M 111771	031053	F N GRAD	1228 RIDGEDALE APT10 BRYAN TEXAS 77801 UNKN		HHKT	09.0101	
000129599	VILLAREAL SYLVIA A 111771	100853	F M GRAD	371 OLD HEARNE ROAD BRYAN TEXAS 77801 UNKN		HHKT	09.0101	
000131756	WARREN ELLA M 092872	013054	F N DROT	1405 ROLLINS BRYAN TEXAS 77801 HISC		HHKT	09.0101 08.0	
CN0011019	WEEDON JAMES E 100272	050555	M W DROT	RT. 3 BRYAN TEXAS 77801 HISC EMPLOYED PART-TIME HORSE TRAINE	8231562	HHKT 01.9900	09.0101 08.0	
462947355	WENDLER CAROL F 111771	083154	F W GRAD	1203 SKRIVANEK DR. BRYAN TEXAS 77801 COL2	8221128	HHKT	09.0101 08.0	
CN0010541	WILLIAMS BETTY J 111771	011354	F N GRAD	900 WEST BOWERY BRYAN TEXAS 77801 UNKN		HHKT	09.0101	
459040401	WILSON EVELYN M 113072 E.P. SULIK	122153	F N GRAD	4007 HIGH STREET BRYAN TEXAS 77801 WORK SHERWOOD NURS. HOME BRYAN TEXAS 77801	8235709 8238104	HHKT 07.0303	09.0101 08.00290	
463025997	WURBS EVA J 021672 KORA RADIO STA.	102453	F W GRAD	1100 EAST 27TH ST. BRYAN TEXAS 77801 UNKN 1240 VILLA MARIA BRYAN TEXAS 77801	8231012 8221240	HHKT 14.0406	09.0101 03950150	

FORM 6.4

BRYAN PUBLIC SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 01/26/73

YEAR 68

CAMPUS : STEPHAN F AUSTIN COURSE/PROGRAM: INDUSTRIAL COOPERATIVE TRAINING INSTRUCTOR: SCHREINER

A - SEX
B - NUMBER COMPLETING REQUIREMENTS
C - NUMBER COMPLETING PARTIAL REQUIREMENTS
D - NUMBER STATUS UNKNOWN
E - ENTERED ARMED FORCES
F - CONTINUED HIGH SCHOOL FULL TIME
G - CONTINUED VOC/TEC TRAINING FULL TIME
H - CONTINUED STUDY AT 2 YR COLLEGE FULL TIME
I - CONTINUED STUDY AT 4 YR COLLEGE FULL TIME
J - NOT AVAILABLE FOR OTHER REASONS
K - TOTAL EMPLOYED
L - EMPLOYED IN TRAINED/RELATED FIELD FULL TIME
M - EMPLOYED IN OTHER FIELD FULL TIME
N - EMPLOYED PART TIME
O - UNEMPLOYED
P - TOTAL

USOE CODE	OCCUPATION	A	B	C	D	E	F	G	H	I	NUMBER NOT AVAILABLE FOR PLACEMENT J	NUMBER AVAILABLE FOR PLACEMENT K	L	M	N	O	P
07.0103	DENTAL LAB TECH	M															
		F	1									1	1				1
07.0303	NURSING ASSISTANCE	M															
		F	1	1	1						1						2
17.0302	AUTO MECHANICS	M		1								1		1			1
		F															
17.0600	BUSINESS MACHINE REP	M	1			1											1
		F															
17.1001	CARPENTRY	M		1								1			1		1
		F															
17.1503	RADIO & TELEV REP	M	1	1	1	1											2
		F															
17.1601	CLEANING & PRESSING	M	1		1												1
		F															
17.1901	COMP MAKEUP & TYPESE	M	1									1		1			1
		F															
17.2302	MACHINE SHOP	M		1		1											1
		F															
TOTAL		M	4	4	2	3						3		2	1		8
		F	2	1	1						1	1	1				3

BRYAN PUBLIC CHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 01/26/73

YEAR 69

CAMPUS : STEPHAN F AUSTIN COURSE/PROGRAM: INDUSTRIAL COOPERATIVE TRAINING INSTRUCTOR: TODD G

A - SEX
B - NUMBER COMPLETING REQUIREMENTS
C - NUMBER COMPLETING PARTIAL REQUIREMENTS
D - NUMBER STATUS UNKNOWN
E - ENTERED ARMED FORCES
F - CONTINUED HIGH SCHOOL FULL TIME
G - CONTINUED VOC/TEC TRAINING FULL TIME
H - CONTINUED STUDY AT 2 YR COLLEGE FULL TIME
I - CONTINUED STUDY AT 4 YR COLLEGE FULL TIME
J - NOT AVAILABLE FOR OTHER REASONS
K - TOTAL EMPLOYED
L - EMPLOYED IN TRAINED/RELATED FIELD FULL TIME
M - EMPLOYED IN OTHER FIELD FULL TIME
N - EMPLOYED PART TIME
O - UNEMPLOYED
P - TOTAL

USOE CODE	OCCUPATION	A	B	C	D	E	F	G	H	I	NUMBER NOT AVAILABLE FOR PLACEMENT J	NUMBER AVAILABLE FOR PLACEMENT K	L	M	N	O	P
07.0103	DENTAL LAB TECH	M															
		F	1	1							2						2
07.0203	MEDICAL LAB ASST	M															
		F		1						1							1
07.0303	NURSING ASSISTANCE	M	1									1		1			1
		F		4	1						2	1		1			4
17.0302	AUTO MECHANICS	M	1	1		1						1	1				2
		F															
17.0399	AUTO SERV	M	1			1											1
		F															
17.0703	PRODUCT DESIGN	M															
		F	1								1						1
17.1503	RADIO & TELEV REP	M	1			1											1
		F															
17.1601	CLEANING & PRESSING	M															
		F	1								1						1
17.2302	MACHINE SHOP	M		1								1	1				1
		F															
17.3302	TAILORING	M		1								1			1		1
		F															
17.3400	LEATHER TRADES	M		1								1	1				1
		F															
TOTAL		M	4	4		3						5	3	1	1		8
		F	3	6	1				1		6	1		1			9

FORM 7.1

BRYAN PUBLIC CHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 01/26/73

YEAR 70

CAMPUS : BRYAN HIGH COURSE/PROGRAM: VOCATIONAL NURSE TRAINING INSTRUCTOR: MEYER

A - SEX
B - NUMBER COMPLETING REQUIREMENTS
C - NUMBER COMPLETING PARTIAL REQUIREMENTS
D - NUMBER STATUS UNKNOWN
E - ENTERED ARMED FORCES
F - CONTINUED HIGH SCHOOL FULL TIME
G - CONTINUED VOC/TEC TRAINING FULL TIME
H - CONTINUED STUDY AT 2 YR COLLEGE FULL TIME
I - CONTINUED STUDY AT 4 YR COLLEGE FULL TIME
J - NOT AVAILABLE FOR OTHER REASONS
K - TOTAL EMPLOYED
L - EMPLOYED IN TRAINED/RELATED FIELD FULL TIME
M - EMPLOYED IN OTHER FIELD FULL TIME
N - EMPLOYED PART TIME
O - UNEMPLOYED
P - TOTAL

			NUMBER NOT AVAILABLE FOR PLACEMENT									NUMBER AVAILABLE FOR PLACEMENT					
USOE CODE	OCCUPATION	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
07.0302	PRACTICAL NURSING	M															
		F	17	3	5			2				11	11			2	20
TOTAL		M															
		F	17	3	5			2				11	11			2	20

FORM 7.2

BRYAN PUBLIC SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 01/26/73

YEAR 71

CAMPUS : STEPHAN F AUSTIN COURSE/PROGRAM: VAED INSTRUCTOR: BRADLEY

A - SEX
B - NUMBER COMPLETING REQUIREMENTS
C - NUMBER COMPLETING PARTIAL REQUIREMENTS
D - NUMBER STATUS UNKNOWN
E - ENTERED ARMED FORCES
F - CONTINUED HIGH SCHOOL FULL TIME
G - CONTINUED VOC/TEC TRAINING FULL TIME
H - CONTINUED STUDY AT 2 YR COLLEGE FULL TIME
I - CONTINUED STUDY AT 4 YR COLLEGE FULL TIME
J - NOT AVAILABLE FOR OTHER REASONS
K - TOTAL EMPLOYED
L - EMPLOYED IN TRAINED/RELATED FIELD FULL TIME
M - EMPLOYED IN OTHER FIELD FULL TIME
N - EMPLOYED PART TIME
O - UNEMPLOYED
P - TOTAL

			NUMBER NOT AVAILABLE FOR PLACEMENT										NUMBER AVAILABLE FOR PLACEMENT					
USOE CODE	OCCUPATION	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
01.0500	ORNAMENTAL HORTICULT	M	1									1		1			1
		F															
04.0200	APPAREL & ACCESSORIE	M	1									1	1				1
		F															
04.0700	FOOD SERVICES	M	1			1											1
		F															
07.0303	NURSING ASSISTANCE	M															
		F		1								1	1				1
17.1002	ELECTRICITY	M	1									1	1				1
		F															
17.1099	CONST & MAINT	M	1		1												1
		F															
17.2899	OTHER PUBLIC SERVICE	M	2					1				1		1			2
		F															
17.2904	WAITER/WAITRESS	M	1							1							1
		F															
17.9900	OTHER	M		6			3					1		1		2	6
		F		2			2										2
TOTAL		M	8	6	1	1	3	1	1			5	2	3		2	14
		F		3			2					1	1				3

FORM 7.3

BRYAN PUBLIC SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 01/26/73

YEAR 72

CAMPUS : BRYAN HIGH COURSE/PROGRAM: HEALTH OCCUPATIONS COOPERATIVE TRAINI INSTRUCTOR: YOUNG

A - SEX
B - NUMBER COMPLETING REQUIREMENTS
C - NUMBER COMPLETING PARTIAL REQUIREMENTS
D - NUMBER STATUS UNKNOWN
E - ENTERED ARMED FORCES
F - CONTINUED HIGH SCHOOL FULL TIME
G - CONTINUED VOC/TEC TRAINING FULL TIME
H - CONTINUED STUDY AT 2 YR COLLEGE FULL TIME
I - CONTINUED STUDY AT 4 YR COLLEGE FULL TIME
J - NOT AVAILABLE FOR OTHER REASONS
K - TOTAL EMPLOYED
L - EMPLOYED IN TRAINED/RELATED FIELD FULL TIME
M - EMPLOYED IN OTHER FIELD FULL TIME
N - EMPLOYED PART TIME
O - UNEMPLOYED
P - TOTAL

NUMBER NOT AVAILABLE FOR PLACEMENT | NUMBER AVAILABLE FOR PLACEMENT

USOE CODE	OCCUPATION	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
07.0101	DENTAL ASSISTING	M															
		F	1									1	1				1
07.0103	DENTAL LAB TECH	M															
		F	1							1							1
07.0206	UNCODED OCCUPATION	M															
		F	1							1							1
07.0303	NURSING ASSISTANCE	M															
		F	3		2			1									3
07.0501	RADIOLOGIC TECH	M	1							1							1
		F															
07.0906	HEALTH AIDE	M															
		F	1		1												1
07.9900	OTHER	M		1	1												1
		F	3				2	1									3
TOTAL		M	1	1	1					1							2
		F	10		3		2	2		2		1	1				10

FORM 7.4

FOLLOW-UP DATA FOR COMPUTER FILE FORM 8

THE FOLLOWING INFORMATION IS THE COMPUTER FILE FOR HAZEL J BAYER IN THE BRYAN PUBLIC SCHOOLS FOLLOW-UP PROGRAM. PLEASE CHECK THE INFORMATION BELOW CORRECTING ANY ERRORS AND COMPLETING ANY INCOMPLETE ITEMS. PLEASE RETURN THE CORRECTED COPY TO BRYAN INDEPENDENT SCHOOL DISTRICT, BRYAN, TEXAS 77801. THE CORRECTIONS WILL BE REFLECTED IN NEXT YEARS MAIL-OUT TO YOU.

STUDENT ID NUMBER - 464247898 DATE OF THIS RECORD - 010473

NAME WHILE A STUDENT - HAZEL J BAYER EMPLOYED - YES

OCCUPATION - NURSING LVN

JOB TITLE - OFF NUR ASST HRS/DAY - 08.00 CURRENT SALARY - 0510

SEX - F RACE - W DATE OF BIRTH - 110322 BEGINNING SALARY -

PRESENT NAME (IF DIFFERENT FROM ABOVE) -

NUMBER OF EMPLOYEES SUPERVISED - 002 YEAR ENTERED FOLLOW-UP PROGRAM - 71

CURRENT ADDRESS - 306 N. HASWELL DR. BRYAN TEXAS 77801

PHONE NUMBER - 713 8231649 WERE YOU ENROLLED IN A VOC/ED PROGRAM - YES

EMPLOYER ADDRESS - 302 EAST 27TH BRYAN TEXAS 77801

EMPLOYER PHONE NUMBER - 713 8223785 EMPLOYER NAME - DR. T.T. WALTON,

WHICH COURSE DID YOU TAKE

PROGRAM CODE - VONR NO. HOURS IN COURSE -

SCHOOL CODE - 001 TEACHER - MEYER DATE EXITED - 0871

REASON EXITED - HOURS COMPLETED - 1793 PERCENT COMPLETED - 100

POST EXIT ACTIVITY - WORK DATE YOU STARTED THE COURSE -

REMARKS -

HAZEL J BAYER
306 N. HASWELL DR.
BRYAN TEXAS 77801

BRYAN PUBLI SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 68

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	14 13.3	0.0	0.0	40 38.0	0.0	0.0	0.0	0.0	17 16.1	13 12.3	21 20.0	0.0	0.0		105 100.0
NO STATUS KNOWN	10 71.4	0.0	0.0	10 25.0	0.0	0.0	0.0	0.0	2 11.7	3 23.0	8 38.0	0.0	0.0		33 31.4
ENTERED ARMED FORCES	1 7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3 23.0	0.0	0.0	0.0		4 3.8
CONTINUED SCHOOL FULL TIME	1 7.1	0.0	0.0	14 35.0	0.0	0.0	0.0	0.0	5 29.4	0.0	1 4.7	0.0	0.0		21 20.0
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	12 30.0	0.0	0.0	0.0	0.0	10 58.8	1 7.6	0.0	0.0	0.0		23 21.9
EMPLOYED IN TRAINED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2 15.3	8 38.0	0.0	0.0		10 9.5
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 7.6	3 14.2	0.0	0.0		4 3.8
EMPLOYED IN OTHER OCCUPATION	2 14.2	0.0	0.0	2 5.0	0.0	0.0	0.0	0.0	0.0	3 23.0	1 4.7	0.0	0.0		8 7.6
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	2 5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		2 1.9
AVERAGE SALARY PER MONTH	$438	$0	$0	$425	$0	$0	$0	$0	$350	$656	$439	$0	$0		$474

FORM 6

BRYAN PUBLIC SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 69

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH	OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	39 28.0	0.0	0.0	39 28.0	13 9.3	0.0	0.0	0.0			11 7.9	17 12.2	20 14.3	0.0	0.0	139 100.0
NO STATUS KNOWN	23 58.9	0.0	0.0	12 30.7	0.0	0.0	0.0	0.0			0.0	1 5.8	13 65.0	0.0	0.0	49 35.2
ENTERED ARMED FORCES	1 2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	3 17.6	0.0	0.0	0.0	4 2.9
CONTINUED SCHOOL FULL TIME	8 20.5	0.0	0.0	18 46.1	1 7.6	0.0	0.0	0.0			8 72.7	1 5.8	1 5.0	0.0	0.0	37 26.6
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	6 15.3	4 30.7	0.0	0.0	0.0			2 18.1	6 35.2	0.0	0.0	0.0	18 12.9
EMPLOYED IN TRAINED OCCUPATION	0.0	0.0	0.0	0.0	6 46.1	0.0	0.0	0.0			1 9.0	3 17.6	2 10.0	0.0	0.0	12 8.6
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	2 10.0	0.0	0.0	2 1.4
EMPLOYED IN OTHER OCCUPATION	6 15.3	0.0	0.0	3 7.6	2 15.3	0.0	0.0	0.0			0.0	3 17.6	1 5.0	0.0	0.0	15 10.7
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	1 2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0	1 5.0	0.0	0.0	2 1.4
AVERAGE SALARY PER MONTH	$765	$0	$0	$300	$420	$0	$0	$0			$395	$0	$340	$0	$0	$460

FORM 9.1

BRYAN PUBLI SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 70

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	33 12.9	0.0	0.0	77 30.3	21 8.2	0.0	0.0	0.0	72 28.3	23 9.0	20 7.8	7 2.7	1 0.3	254 100.0
NO STATUS KNOWN	9 27.2	0.0	0.0	16 20.7	0.0	0.0	0.0	0.0	26 36.1	1 4.3	5 25.0	0.0	0.0	57 22.4
ENTERED ARMED FORCES	7 21.2	0.0	0.0	1 1.2	0.0	0.0	0.0	0.0	0.0	3 13.0	0.0	0.0	0.0	11 4.3
CONTINUED SCHOOL FULL TIME	8 24.2	0.0	0.0	43 55.8	4 19.0	0.0	0.0	0.0	13 18.0	3 13.0	2 10.0	1 14.2	0.0	74 29.1
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	15 19.4	7 33.3	0.0	0.0	0.0	2 2.7	3 13.0	0.0	1 14.2	0.0	28 11.0
EMPLOYED IN TRAINED OCCUPATION	1 3.0	0.0	0.0	0.0	5 23.8	0.0	0.0	0.0	0.0	3 13.0	11 55.0	4 57.1	1 100.0	25 9.8
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 4.3	0.0	0.0	0.0	1 0.3
EMPLOYED IN OTHER OCCUPATION	8 24.2	0.0	0.0	2 2.5	3 14.2	0.0	0.0	0.0	30 41.6	9 39.1	0.0	1 14.2	0.0	53 20.8
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	0.0	2 9.5	0.0	0.0	0.0	1 1.3	0.0	2 10.0	0.0	0.0	5 1.9
AVERAGE SALARY PER MONTH	$446	$0	$0	$0	$385	$0	$0	$0	$319	$500	$387	$375	$299	$379

FORM 9.2

BRYAN PUBLI SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 71

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP.-VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	40 14.3	0.0	0.0	48 17.2	20 7.1	0.0	23 8.2	1 0.3	87 31.2	23 8.2	18 6.4	18 6.4	0.0		278 100.0
NO STATUS KNOWN	15 37.5	0.0	0.0	1 2.0	2 10.0	0.0	7 30.4	0.0	32 36.7	0.0	0.0	2 11.1	0.0		59 21.2
ENTERED ARMED FORCES	4 10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2 8.6	0.0	1 5.5	0.0		7 2.5
CONTINUED SCHOOL FULL TIME	10 25.0	0.0	0.0	40 83.3	4 20.0	0.0	10 43.4	0.0	15 17.2	7 30.4	0.0	7 38.8	0.0		93 33.4
OTHERS NOT IN LABOR FORCE	1 2.5	0.0	0.0	4 8.3	1 5.0	0.0	2 8.6	1 100.0	1 1.1	3 13.0	0.0	0.0	0.0		13 4.6
EMPLOYED IN TRAINED OCCUPATION	0.0	0.0	0.0	0.0	6 30.0	0.0	1 4.3	0.0	0.0	3 13.0	9 50.0	3 16.6	0.0		22 7.9
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 1.1	2 8.6	9 50.0	0.0	0.0		12 4.3
EMPLOYED IN OTHER OCCUPATION	10 25.0	0.0	0.0	1 2.0	5 25.0	0.0	2 8.6	0.0	30 34.4	6 26.0	0.0	3 16.6	0.0		57 20.5
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	2 4.1	2 10.0	0.0	1 4.3	0.0	8 9.1	0.0	0.0	2 11.1	0.0		15 5.3
AVERAGE SALARY PER MONTH	$452	$0	$0	$310	$342	$0	$301	$0	$432	$395	$445	$325	$0		$391

FORM 9.3

BRYAN PUBLI SCHOOLS

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 72

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	41 5.8	9 1.2	9 1.2	124 17.7	19 2.7	47 6.7	57 8.1	14 2.0	276 39.5	28 4.0	24 3.4	18 2.5	32 4.5	698 100.0
NO STATUS KNOWN	17 41.4	5 55.5	6 66.6	32 25.8	8 42.1	33 70.2	40 70.1	4 28.5	114 41.3	12 42.8	16 66.6	4 22.2	22 68.7	313 44.8
ENTERED ARMED FORCES	4 9.7	0 0.0	0 0.0	0 0.0	0 0.0	2 4.2	0 0.0	0 0.0	1 0.3	1 3.5	0 0.0	0 0.0	0 0.0	8 1.1
CONTINUED SCHOOL FULL TIME	6 14.6	1 11.1	2 22.2	86 69.3	5 26.3	6 12.7	16 28.0	8 57.1	127 46.0	12 42.8	0 0.0	0 0.0	9 28.1	278 39.8
OTHERS NOT IN LABOR FORCE	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	1 2.1	0 0.0	0 0.0	8 2.8	1 3.5	0 0.0	1 5.5	0 0.0	12 1.7
EMPLOYED IN TRAINED OCCUPATION	5 12.1	0 0.0	0 0.0	1 0.8	1 5.2	0 0.0	0 0.0	1 7.1	0 0.0	2 7.1	0 0.0	0 0.0	1 3.1	11 1.5
EMPLOYED IN RELATED OCCUPATION	1 2.4	0 0.0	0 0.0	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0	3 1.0	0 0.0	7 29.1	1 5.5	0 0.0	13 1.8
EMPLOYED IN OTHER OCCUPATION	8 19.5	3 33.3	1 11.1	3 2.4	5 26.3	5 10.6	0 0.0	1 7.1	19 6.8	0 0.0	0 0.0	9 50.0	0 0.0	54 7.7
EMPLOYED PART TIME	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
UNEMPLOYED SEEKING EMPLOYMENT	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.7	0 0.0	4 1.4	0 0.0	1 4.1	3 16.6	0 0.0	9 1.2
AVERAGE SALARY PER MONTH	$644	$0	$0	$960	$756	$556	$975	$710	$548	$1,061	$414	$234	$755	$276

FORM 9.4

BRUNSWICK

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF CURRENT

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	169 11.4	9 0.6	9 0.6	329 22.2	73 4.9	47 3.1	80 5.4	15 1.0	464 31.3	104 7.0	103 6.9	43 2.9	33 2.2	1478 100.0
NO STATUS KNOWN	75 44.3	5 55.5	6 66.6	71 21.5	10 13.6	33 70.2	47 58.7	4 26.6	175 37.7	17 16.3	42 40.7	6 13.9	22 66.6	513 34.7
ENTERED ARMED FORCES	17 10.0			1 0.3		2 4.2			1 0.2	12 11.5		1 2.3		34 2.3
CONTINUED SCHOOL FULL TIME	33 19.5	1 11.1	2 22.2	202 61.3	14 19.1	6 12.7	26 32.5	8 53.3	168 36.2	23 22.1	4 3.8	8 18.6	9 27.2	504 34.1
OTHERS NOT IN LABOR FORCE	1 0.5			38 11.5	12 16.4	1 2.1	2 2.5	1 6.6	23 4.9	14 13.4		2 4.6		94 6.3
EMPLOYED IN TRAINED OCCUPATION	6 3.5			1 0.3	18 24.6		1 1.2	1 6.6	1 0.2	13 12.5	30 29.1	7 16.2	2 6.0	80 5.4
EMPLOYED IN RELATED OCCUPATION	1 0.5			1 0.3					4 0.8	4 3.8	21 20.3	1 2.3		32 2.1
EMPLOYED IN OTHER OCCUPATION	35 20.7	3 33.3	1 11.1	11 3.3	15 20.5	5 10.6	2 2.5	1 6.6	79 17.0	21 20.1	2 1.9	13 30.2		188 12.7
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	1 0.5			4 1.2	4 5.4		2 2.5		13 2.8		4 3.8	5 11.6		33 2.2
AVERAGE SALARY PER MONTH	$594	$0	$0	$892	$480	$556	$888	$710	$480	$798	$424	$289	$730	$19

FORM 9.5

R Y P L I S C O L

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF CURRENT

FORM NO. 1013

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC. ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	158 14.8	8 0.7	7 0.6	68 6.3	56 5.2	37 3.4	50 4.6	11 1.0	337 31.6	92 8.6	94 8.8	33 3.0	114 10.7	1065 100.0
NO STATUS KNOWN	45 28.4	5 62.5	5 71.4	15 22.0	6 10.7	22 59.4	31 62.0	3 27.2	148 43.9	15 16.3	35 37.2	2 6.0	41 35.9	373 35.0
ENTERED ARMED FORCES	22 13.9	0 0.0	0 0.0	1 1.4	0 0.0	2 5.4	0 0.0	0 0.0	1 0.2	12 13.0	0 0.0	1 3.0	0 0.0	39 3.6
CONTINUED SCHOOL FULL TIME	33 20.8	0 0.0	1 14.2	1 1.4	4 7.1	7 18.9	12 24.0	5 45.4	63 18.6	10 10.8	3 3.1	4 12.1	21 18.4	164 15.3
OTHERS NOT IN LABOR FORCE	0 0.0	0 0.0	0 0.0	36 52.9	10 17.8	1 2.7	2 4.0	1 9.0	30 8.9	13 14.1	0 0.0	4 12.1	4 3.5	101 9.4
EMPLOYED IN TRAINED OCCUPATION	9 5.6	0 0.0	0 0.0	1 1.4	18 32.1	0 0.0	1 2.0	1 9.0	1 0.2	14 15.2	31 32.9	7 21.2	27 23.6	110 10.3
EMPLOYED IN RELATED OCCUPATION	1 0.6	0 0.0	0 0.0	1 1.4	0 0.0	0 0.0	0 0.0	0 0.0	3 0.8	6 6.5	19 20.2	2 6.0	2 1.7	34 3.1
EMPLOYED IN OTHER OCCUPATION	47 29.7	3 37.5	1 14.2	11 16.1	14 25.0	5 13.5	3 6.0	1 9.0	80 23.7	21 22.8	2 2.1	9 27.2	13 11.4	210 19.7
EMPLOYED PART TIME	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
UNEMPLOYED SEEKING EMPLOYMENT	1 0.6	0 0.0	0 0.0	2 2.9	4 7.1	0 0.0	1 2.0	0 0.0	11 3.2	1 1.0	4 4.2	4 12.1	6 5.2	34 3.1
AVERAGE SALARY PER MONTH	$414	$0	$0	$223	$343	$100	$195	$146	$253	$342	$428	$331	$270	$302

FORM 10

R[illegible] P[illegible] L[illegible] S[illegible] D[illegible]

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 68

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	13 16.0	0.0	0.0	18 22.2	0.0	0.0	0.0	0.0	17 20.9	14 17.2	19 23.4	0.0	0.0	81 100.0
NO STATUS KNOWN	8 61.5	0.0	0.0	3 16.6	0.0	0.0	0.0	0.0	2 11.7	2 14.2	7 36.8	0.0	0.0	22 27.1
ENTERED ARMED FORCES	1 7.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3 21.4	0.0	0.0	0.0	4 4.9
CONTINUED SCHOOL FULL TIME	1 7.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5 29.4	0.0	0.0	0.0	0.0	6 7.4
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	12 66.6	0.0	0.0	0.0	0.0	10 58.8	1 7.1	0.0	0.0	0.0	23 28.3
EMPLOYED IN TRAINED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3 21.4	8 42.1	0.0	0.0	11 13.5
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2 14.2	3 15.7	0.0	0.0	5 6.1
EMPLOYED IN OTHER OCCUPATION	3 23.0	0.0	0.0	2 11.1	0.0	0.0	0.0	0.0	0.0	3 21.4	1 5.2	0.0	0.0	9 11.1
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	1 5.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 1.2
AVERAGE SALARY PER MONTH	$438	$0	$0	$425	$0	$0	$0	$0	$306	$656	$456	$0	$0	$458

FORM FU-1

YA. PU_IC _CH_OL_

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 69

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL AGRICULTURE	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	39 28.0	0.0	0.0	9 6.4	13 9.3	0.0	0.0	0.0	11 7.9	16 11.5	20 14.3	0.0	31 22.3	139 100.0
NO STATUS KNOWN	17 43.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13 65.0	0.0	9 29.0	39 28.0
ENTERED ARMED FORCES	4 10.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3 18.7	0.0	0.0	0.0	7 5.0
CONTINUED SCHOOL FULL TIME	8 20.5	0.0	0.0	0.0	1 7.6	0.0	0.0	0.0	8 72.7	1 6.2	1 5.0	0.0	7 22.5	26 18.7
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	6 66.6	4 30.7	0.0	0.0	0.0	2 18.1	6 37.5	0.0	0.0	3 9.6	21 15.1
EMPLOYED IN TRAINED OCCUPATION	1 2.5	0.0	0.0	0.0	6 46.1	0.0	0.0	0.0	1 9.0	3 18.7	3 15.0	0.0	10 32.2	24 17.2
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 5.0	0.0	0.0	1 0.7
EMPLOYED IN OTHER OCCUPATION	8 20.5	0.0	0.0	3 33.3	2 15.3	0.0	0.0	0.0	0.0	3 18.7	1 5.0	0.0	1 3.2	18 12.9
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	1 2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 5.0	0.0	1 3.2	3 2.1
AVERAGE SALARY PER MONTH	$671	$0	$0	$300	$420	$0	$0	$0	$397	$0	$340	$0	$312	$401

FORM 10.2

YA PU I CI DL

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 70

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	30 14.7	0.0	0.0	19 9.3	17 8.3	0.0	0.0	0.0	60 29.4	22 10.7	19 9.3	5 2.4	32 15.6	204 100.0
NO STATUS KNOWN	5 16.6	0.0	0.0	3 15.7	1 5.8	0.0	0.0	0.0	14 23.3	0.0	4 21.0	0.0	10 31.2	37 18.1
ENTERED ARMED FORCES	8 26.6	0.0	0.0	1 5.2	0.0	0.0	0.0	0.0	0.0	3 13.6	0.0	0.0	0.0	12 5.8
CONTINUED SCHOOL FULL TIME	8 26.6	0.0	0.0	0.0	1 5.8	0.0	0.0	0.0	12 20.0	3 13.6	2 10.5	0.0	3 9.3	29 14.2
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	13 68.4	5 29.4	0.0	0.0	0.0	2 3.3	2 9.0	0.0	1 20.0	0.0	23 11.2
EMPLOYED IN TRAINED OCCUPATION	1 3.3	0.0	0.0	0.0	5 29.4	0.0	0.0	0.0	0.0	3 13.6	11 57.8	3 60.0	13 40.6	36 17.6
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2 9.0	0.0	0.0	1 3.1	3 1.4
EMPLOYED IN OTHER OCCUPATION	8 26.6	0.0	0.0	2 10.5	3 17.6	0.0	0.0	0.0	31 51.6	9 40.9	0.0	1 20.0	4 12.5	58 28.4
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	0.0	2 11.7	0.0	0.0	0.0	1 1.6	0.0	2 10.5	0.0	1 3.1	6 2.9
AVERAGE SALARY PER MONTH	$446	$0	$0	$290	$400	$0	$0	$0	$333	$500	$408	$441	$294	$366

FORM 10.3

_ _ YA _ PU _ _ I _ _ C _ _ O L _

VOCATIONAL EDUCATION DEPARTMENT

FOLLOW-UP AS OF 71

FORM NO. 1013

	AGRICULTURE	AUTO MECHANICS	BUILDING TRADES	COOP. VOC.	ACADEMIC EDUC.	COSMETOLOGY	DATA PROCESSING	DISTRIBUTIVE EDUCATION	HEALTH	OCCUPATIONS	HOMEMAKING	INDUSTRIAL COOPERATIVE TRAINING	LICENSED VOCATIONAL NURSING	VOCATIONAL ACADEMIC EDUCATION	VOCATIONAL OFFICE EDUCATION	TOTALS
TOTAL IN FOLLOW-UP	35 15.5	0.0	0.0	5 2.2	17 7.5	0.0	20 8.8	1 0.4	77 34.2	22 9.7	17 7.5	11 4.8	20 8.8	225 100.0
NO STATUS KNOWN	7 20.0	0.0	0.0	0.0	2 11.7	0.0	6 30.0	0.0	29 37.6	1 4.5	0.0	1 9.0	3 15.0	49 21.7
ENTERED ARMED FORCES	5 14.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2 9.0	0.0	1 9.0	0.0	8 3.5
CONTINUED SCHOOL FULL TIME	9 25.7	0.0	0.0	0.0	1 5.8	0.0	9 45.0	0.0	12 15.5	5 22.7	0.0	2 18.1	4 20.0	42 18.6
OTHERS NOT IN LABOR FORCE	0.0	0.0	0.0	3 60.0	1 5.8	0.0	2 10.0	1 100.0	1 1.2	3 13.6	0.0	0.0	1 5.0	12 5.3
EMPLOYED IN TRAINED OCCUPATION	0.0	0.0	0.0	0.0	6 35.2	0.0	0.0	0.0	0.0	3 13.6	9 52.9	3 27.2	3 15.0	24 10.6
EMPLOYED IN RELATED OCCUPATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1 1.2	2 9.0	8 47.0	0.0	0.0	11 4.8
EMPLOYED IN OTHER OCCUPATION	14 40.0	0.0	0.0	1 20.0	5 29.4	0.0	3 15.0	0.0	28 36.3	6 27.2	0.0	3 27.2	5 25.0	65 28.8
EMPLOYED PART TIME	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNEMPLOYED SEEKING EMPLOYMENT	0.0	0.0	0.0	1 20.0	2 11.7	0.0	0.0	0.0	6 7.7	0.0	0.0	1 9.0	4 20.0	14 6.2
AVERAGE SALARY PER MONTH	$456	$0	$0	$310	$342	$0	$337	$0	$298	$395	$445	$315	$288	$364

FORM 10.4

FORM NO. 1613

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BRYAN PUBLIC SCHOOLS

GRADUATES

FOLLOW-UP AS OF 01/26/73

FOR SCHOOL YEAR 01/26/73

		ANSON JONES SCHOOL					LAMAR SCHOOL					STEPHEN F. AUSTIN HIGH SCHOOL					BRYAN HIGH SCHOOL					TOTALS				
SCHOOL YEAR (END YEAR)		68	69	70	71	72	68	69	70	71	72	68	69	70	71	72	68	69	70	71	72	68	69	70	71	72
NUMBER OF GRADUATES																					175					175
CONTINUED FORMAL EDUCATION FULL TIME	NO.																				3					3
	0/0																				1					1
CONTINUED FORMAL EDUCATION PART TIME	NO.																				77					77
	0/0																				44					44
COMPLETED REQUIREMENTS FOR GRADUATION/DEGREE	NO.																									
	0/0																									
CONTINUED OTHER TRAINING FULL TIME	NO.																									
	0/0																									
CONTINUED OTHER TRAINING PART TIME	NO.																				4					4
	0/0																				2					2
COMPLETED REQUIREMENTS FOR OTHER TRAINING	NO.																									
	0/0																									
ENTERED ARMED FORCES	NO.																				4					4
	0/0																				2					2
EMPLOYED FULL TIME	NO.																				25					25
	0/0																				14					14
EMPLOYED PART TIME	NO.																				80					80
	0/0																				45					45
UNEMPLOYED	NO.																				59					59
	0/0																				33					33
DROP OUTS	NO.																				34					34
TRANSFERS	NO.																									
TOTAL																					209					209

FOR

FORM

BRYAN HIGH SCHOOL

SOUTH CAMPUS
3401 East 29th/Bryan, Texas 77801

October 16, 1972

Dear Former Student:

The Bryan Public School System has initiated a computerized program to keep in touch with its former students and follow-up on their post high school activities. We feel that our responsibilities to you did not end when you left our school and we want you to know we are still available to help you in any way we can.

To accomplish this, we need to maintain certain information in our file on ex-students. The attached sheet is a computer printout of the information we now have on you. It would be most appreciated and helpful if you would review this data and correct or complete those items that apply to you. It is realized that all items on the form do not apply to all students. Accordingly, disregard those items that are not applicable to you. Please enter your Social Security Number after "Student ID Number", if it is not already entered. Corrections and additions can be made on the attached sheet and returned in the enclosed pre-addressed, stamped envelope.

A few moments of your time and your cooperation will be most appreciated. If there is anything we can do for you, please get in touch with us. We would like to keep in contact with you as long as possible; therefore, if we do not hear from you, we will be mailing a similar form to you in the future.

Sincerely,

Bobby J. Beard

Bobby J. Beard
Principal

FORM 13

BRYAN PUBLIC SCHOOLS

October 16, 1972

Dear Former Student:

The Bryan Public School System has initiated a computerized program to keep in contact with its former students and follow-up on their post High School activities. We believe that our responsibilities to you did not end when you left our school and we want you to know we are still available to help you in any way we can.

Outlined below is the information we would like to maintain on our former students and that information we currently have on you. Please check it and correct any errors and complete any items not completed that are applicable to you. Corrections and additions may be made on this sheet and returned in the enclosed pre-addressed, stamped envelope.

DATE _____

NAME _____

SOCIAL SECURITY NUMBER _____

CIRCLE APPLICABLE RESPONSE

LAST BRYAN SCHOOL ATTENDED:	Bryan High School Stephen F. Austin Anson Jones Lamar Kemp
YEAR YOU FINISHED OR LEFT SCHOOL:	1972 1971 1970 1969 1968
ACTIVITIES AFTER LEAVING SCHOOL:	(CIRCLE ALL APPLICABLE ITEMS)
CONTINUED FORMAL EDUCATION:	Full-time Part-time
COMPLETED REQUIREMENTS FOR GRADUATION OR DEGREE:	Yes No
CONTINUED OTHER TRAINING:	Full-time Part-time
COMPLETED REQUIREMENTS FOR OTHER TRAINING:	Yes No
ENTERED THE ARMED FORCES:	Yes
CURRENTLY EMPLOYED:	Full-time Part-time
CURRENTLY NOT EMPLOYED:	Yes
REASON FOR LEAVING SCHOOL:	Graduation Transfer Dropped Out

FRANK D. LOWN, JR.
FOLLOW-UP COORDINATOR

RESULTS

After implementing the program it was decided that the follow-up would be done on a monthly basis. The same procedure was carried on, but the birthdate of the student determined when the follow-up inquiry was sent out. In this way the follow-up was spread over a twelve-month period and the student now receives a birthday greeting along with the request. Specific results achieved were: (1) The model was implemented in a medium size school district with many benefits obtained from the program. (2) Workable forms have been developed to collect raw data in the follow-up phase of the program. (3) The computer programs developed valuable printout data for evaluation purposes. (4) The forms included for placement activities are adequate and the procedure seems practical. (5) The computer was not utilized in the placement activities. (6) The return of information did not reach 100 percent, but the return that was obtained can be considered accurate and therefore appears to be a good sample for evaluation. (7) Returns on this project are 65 percent on vocational students and 49.5 percent on non-vocational students.

Cost factors may best be explained by analyzing the budget items included in the proposal. These are found in Appendix P and Q. These cover a two-year period of time. Since the computer programs have been developed, a more realistic analysis may be made by studying Form 14. If a district uses existing personnel and the school is cooperating with their multi-regional service center for data processing services, then the cost may be as low as eleven cents per student which is based on 2,000 active students and 2,000 former students. Attention should be called to the fact that only 2,000 students require a mailout, while 4,000 students are

Tentative Cost Analysis Based on 4000 Students
(2000 In School and 2000 Former Students)

Expendables

Paper	$ 60.00	
Stamps	320.00	4000 stamps @ .08
Envelopes	32.00	2000 window @ 16.00/1000
Envelopes	24.60	2000 non window @ 12.30/1000
Total	$436.60	

Key Punch Clerical $4153.27

Computer Time

File Maintenance	5 runs @$12.00	$ 60.00
Mailing Program	1 run @$16.00	16.00
Required Reports	5 x 2/yr.	75.00
Storage per month (Magnetic tapes)		18.00
Program Storage per month		9.60
		$178.60

Example 1: $436.60 ÷ 4000 = $ .11 per student (with existing staff in a school system)

Example 2: $4768.47 ÷ 4000 = $1.19 per student (with additional help)

Example 3: $13,968.47 ÷ 4000 = $3.49 per student (includes salary for full-time coordinator)

As indicated in the results and implications the staff could handle perhaps as many as 20,000 students after the procedures have been developed and the result would be reduced to approximately $.70 per student which appears to be the most realistic figure.

actually in the computer. If computer services are purchased and clerical help is hired, then the cost could be $1.19 per student. This does not include the salary of a full-time coordinator of placement and follow-up. If we include a full-time coordinator the cost will increase by the amount of his salary divided by the number of students in the project. A coordinator and clerical help could handle many more students than were in this project, perhaps 20,000 after forms and computer programs were developed. This would reduce the cost of approximately $.70 per student.

CONCLUSIONS

1. Many other types of information could be obtained in a questionnaire of this nature and it would be extremely valuable but the primary thrust of this research was to develop a model to get information required by the Texas Education Agency.

2. Conditioning of students to respond to the annual follow-up report is still a very important phase of student follow-up.

3. Alternate means of contact with students is still necessary in getting a high percentage of response from students. A second mailout, telephone calls, and personal contacts should be continued. Students responded at approximately the same rate to all types of questionnaires unless it was lengthy in nature.

4. This system could be used on a much larger scale, the critical factor being the collection of the raw data in the local school district. It is exportable in nature.

5. If the number of students in the follow-up reaches as many as two thousand students, including active and former students, then additional personnel will be required to implement this program (other than regularly employed personnel).

6. Statistical data provided by these procedures are more accurate than data compiled where it is not systematically collected and analyzed.

7. Follow-up should not be the only means of evaluating a vocational program.

8. Most of the problems involved are people problems and not of a mechanical nature.

9. There must be leadership and guidance for faculty members to resolve questions, conflicts, and to give aid in implementation.

10. The faculty must own the project for it to work in an efficient manner. This is also a long drawn out process.

11. A placement day where graduating seniors and employers can meet was highly successful in selling the program to the community.

12. Non-vocational students as well as vocational-technical students should be included in the follow-up. Every person that exits the system should be followed-up on for evaluation purposes.

13. Development of the process can be compatible with the statewide data processing services available in mulit-regional computer centers.

14. The systems approach can help teachers when it comes reporting time.

15. It would be desirable to have an individual specializing in this aspect of guidance services. Follow-up and placement should be a full-time job in most school districts.

RECOMMENDATIONS

1. That placement as well as follow-up procedures be implemented as a visable and intregal part of the local school system.

2. That school administrators carefully analyze the data available from follow-up figures in redirecting and reallocating academic and vocational-technical programs.

3. That academic teachers be involved in the follow-up of students who leave the local school district.

4. That local school districts budget some monies for follow-up and placement activities.

5. That the Texas Education Agency mandate that placement and follow-up activities become a vital part of the career education thrust.

6. That the Texas Education Agency provide resource persons to aid the local school districts in implementing follow-up and placement procedures and programs.

APPENDICES

APPENDICES

A - Project Announcement Letter

B - Employer Information Form

C - Employee Information Form

D - Referral Form

E - "Occupational Placement Day" Announcement Letter

F - Occupational Interest Form

G - "Occupational Placement Day" Participation Acknowledgement

H - Job Placement Application

I - Job Placement Application (Office Occupations only)

J - Interview Appointment Form

K - Interviewers Procedures

L - Interview Report Form

M - "Occupational Placement Day" Follow-up Letter

N - Instructions for completing Follow-up Forms

O - Follow-up Computer Programs

P - Budget - August 1971 - June 1972

Q - Budget - July 1972 - June 1973

Appendix A

BRYAN PUBLIC SCHOOLS

EDUCATIONAL SERVICES / PHONE 823-5441
2200 VILLA MARIA ROAD / BRYAN, TEXAS 77801

September 28, 1971

FROM: THE OFFICE OF THE SUPERINTENDENT

TO : THE ADMINISTRATIVE STAFFS, FACULTY AND COUNSELORS OF BRYAN AND STEPHEN F. AUSTIN HIGH SCHOOLS

Announcement is made of the establishment of the Bryan Independent School District Follow-up and Placement Office located in the new Bryan High School. Mr. Frank D. Lown, Jr. has been employed full time as the Follow-up and Placement (FAP) Coordinator and is responsible to the Vocational Director for coordinating all placement and follow-up activities of our school district. In general the objectives of the FAP program are:

- To follow-up on every student who graduates, transfers, or drops out of school for five years from the date of termination to identify the occupation(s) the student pursues.
- To contact each student annually to up-date this information and to provide occupational assistance to these former students, as desired.
- To provide information for every interested student relative to job opportunities, both part time and full time, and to provide aid to students in securing jobs.
- To provide employment aid to out-of-school youths and adults.
- To design an information system to aid the FAP office to determine which job will fit each student by utilizing employee and employer information.
- To adapt as much of the FAP program to the computer and data processing techniques as possible.

Initially, the principal duties of the FAP Coordinator will be the collection of both employee and employer information from all sources, the development of forms and procedures for acquiring, filing and retrieving required information and assisting teachers, coordinators and students in the placement and follow-up functions in any way possible. As the program develops, it is anticipated that the FAP office will relieve the Vocational Teachers and Coordinators of many of the actions in this area.

The FAP program is a new project and is being developed to apply to all working age students (16 years of age and older and 14 and 15 year old youths under limited conditions) in the Bryan Public Schools and those who have terminated their experiences with our schools. For the program to be most effective, participation on the part of all faculty members, counselors and administrators

associated with these students will be required. Accordingly, it is requested that faculty members apprise their students of the FAP program during homeroom periods and other appropriate group activities. In order for the program to provide maximum benefits, students should be aware of the requirement for them to fill out an exit form at time of departure from school to determine their status and the necessary information to locate them in the future. These forms will be provided by the Counselor's office at Stephen F. Austin and the FAP office (Room 154) at the new Bryan High School. In addition, students should be advised that every year, for a period of five years after termination, a questionnaire will be mailed to former students for a response relative to their most current status.

In order for the FAP program to be as valuable as possible to our students, it is requested that all interested parties provide maximum support and cooperation to the FAP Coordinator. Remind students from time-to-time about filling out the exit form before they leave school and that former students can expect at least one questionnaire a year for five years after they leave school. Further, any opportunity that may arise to inform the citizens of our community about the FAP program will contribute to the success of the project. Prospective employers interested in providing job opportunities, part time and full time, for our students are needed to fulfill the objectives of the placement office.

The FAP Coordinator will be contacting you on occasions in the future and any time he can provide information or assistance to you, please feel free to call on him (Telephone number is 822-3711 Ext. 57).

Charles B. Jones

CHARLES B. JONES
Vocational Director

Appendix B

EMPLOYER INFORMATION

Date: _____

NAME OF FIRM: _____

ADDRESS: _____ TELEPHONE NO. _____
(Street) (City) (Zip)

PERSON TO CONTACT: _____ WHEN: _____
(Name) (Title)

IS THE JOB PERMANENT? _____ TEMPORARY? _____ FULL-TIME _____ PART-TIME _____

HOW MANY HOURS PER DAY/WEEK? _____ SALARY: _____ WORKING HOURS _____
(Time of day)

POSITION DESCRIPTION: _____

_____

_____

WORKERS(S) NEEDED: NUMBER: _____ MALE: _____ FEMALE: _____ AGE: _____

EXPERIENCE REQUIRED: _____

OTHER REQUIREMENTS: _____

_____

_____

_____

PLACEMENT OFFICE USE ONLY

REFERRALS

NAME	DATE	RESULTS

REMARKS:

Appendix C

EMPLOYEE INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NO. _____
(Last) (First) (MI)

ADDRESS _____ TELEPHONE NO. _____
(Street) (City) (Zip)

FULL-TIME _____ PART-TIME _____ NUMBER HOURS _____ WHEN AVAILABLE _____
(Day/Week) (Time of Day)

PRESENT AGE: _____ DATE OF BIRTH _____ SEX _____ SCHOOL GRADE _____

NAME OF PARENT OR GUARDIAN WITH WHOM YOU LIVE _____

FATHER'S OCCUPATION _____ PLACE OF WORK _____

MOTHER'S OCCUPATION _____ PLACE OF WORK _____

DO YOU HAVE A JOB NOW? _____ WHERE? _____

FOR WHOM HAVE YOU WORKED? _____

LIST TWO TYPES OF WORK YOU WOULD PREFER (1) _____ (2) _____

WHAT TRAINING HAVE YOU RECEIVED? _____

WHAT ARE YOUR PLANS IMMEDIATELY AFTER HIGH SCHOOL? _____

DO YOU HAVE A DRIVERS LICENSES? _____ DO YOU HAVE TRANSPORTATION? _____

DO YOU SMOKE? _____ WHAT IS YOUR CHURCH PREFERENCE? _____

DO YOU PLAN TO MARRY BEFORE YOU FINISH SCHOOL? _____

DO YOU HAVE ANY SPECIAL NEEDS OR CHARACTERISTICS: _____

_____

_____

PLACEMENT OFFICE USE ONLY

REFERRALS

NAME	DATE	RESULTS

REMARKS:

REFERRAL

To _____

In response to your request, we are introducting _____ as an applicant for the position of _____

We hope that we have been of service to you. If you will check the results of the referral, it will aid us in serving you in the future. Thank you for calling upon us.

RESULT OF INTERVIEW
Employed:
Yes_____
Start to Work _____
No_____ Reason_____

_____
PLACEMENT DIRECTOR

PLEASE RETURN TO PLACEMENT OFFICE

_____
Employer's Signature

Appendix E

Placement and Follow-Up Coordinator
Bryan High School - Room 154, Telephone: (713) 822-3711
3401 East 29th Street, Bryan, Texas 77801

This letter is to inform you concerning the operation and plans of the Placement and Follow-up office established by the Bryan Independent School District.

This office was established in the new Bryan High School in August 1971. Its purpose is threefold: (1) to aid the student make the transition from school into the world of work, (2) to maintain contact with those students who have terminated their experiences with the Bryan Public Schools to provide continuing guidance and re-employment assistance, if needed, and (3) to provide a year round source of full-time and part-time employees for the local communities. All students attending Bryan Public Schools and those former students who have terminated enrollment because of graduation, or any other reason, may be serviced by this office.

An "Occupational Placement Day" is planned for May 10, 1972 in the main gymnasium of the new Bryan High School, 3401 East 29th Street. This will afford interested employers in the local and surrounding communities an occasion to get together with high school graduates and other students seeking employment. Business and industry representatives will have the opportunity for short interviews throughout the day. Information pertaining to the student will be available prior to the interview. Tables will be arranged in the gym for interview stations and students with appropriate skills and/or interest will be scheduled as requested. No promise of employment would be expected at this initial interview; however, please feel free to invite qualifying students for additional interviews with your firm.

It should be noted that the Bryan Public Schools operate training programs for over twenty-four occupations plus cooperative, on-the-job training in many other areas. These programs provide training and academic knowledge, skills and experience students need for entry-level employment.

It will assist us in planning if you will indicate your interest in participating by completing and returning the enclosed form. Please check the occupation(s) in which your firm is interested and indicate the number of students you would like to interview in a particular area. Return this form in the enclosed, self-addressed, stamped envelope. If you respond, we will keep you informed of the progress in our plans and more complete details will be provided at a later date.

Thank you for your interest and cooperation.

Sincerely,

Frank Lown

Frank D. Lown, Jr.
Placement and Follow-Up Coordinator

Appendix F

BRYAN INDEPENDENT SCHOOL DISTRICT
Department of Vocational Education

Please mark the occupational areas with which your firm is concerned and for which it wishes to interview high school students. Mark the number of students you plan to interview and whether you wish to consider them for full-time, part-time and/or summer employment. (The majority of the students will be graduates and will be seeking full-time employment about June 1st.) If your firm is interested in an area not listed below indicate the specific occupation(s) in the space provided at the bottom of the list.

Occupational Training Programs	Occupational Interest of Firm	Number Students to be interviewed	Employment		
			Full time	Part time	Summer
Agricultural related occupations					
Appliance Repair					
Automotive related occupations					
Building Trades (Carpentry, Painting, Plumbing, Masonry, etc.					
Child Care and Development					
Cooking and Baking					
Commercial Art					
Cosmetology					
Dry Cleaning					
Electrical Trades					
Electronics (Radio and TV repair)					
Electronic Data Processing					
Health Occupations (Nurse Aid, Dental and Medical Assistant, etc.)					
Machine shop					
Metal Work					
Office Occupations					
Secretarial - Typing and Shorthand					
General Office Clerk - Filing and Office machines					
Receptionists and Information Clerk					
Bookkeeping					
Photography					
Printing					
Refrigeration - Air Conditioning					
Sewing and Dressmaking					
Small Engine Repair					
Welding					
Wholesale and Retail Sales and Services					
Wood Work					
Other (specify):					

Our firm will be interested in having a representative present to interview graduates _____
Company _____ Representative _____
Address _____
We would like to have more than one interviewer _____ Indicate number _____
Our firm will be unable to participate. Comment _____

Appendix G

Bryan Public Schools
Bryan, Texas 77801

M E M O R A N D U M

TO: Interviewer(s)

FROM: Placement and Follow-up Coordinator

SUBJECT: Occupational Placement Day, May 10, 1972

Thank you for your interest and response to our invitation to participate in the "Occupational Placement Day" program scheduled for May 10, 1972 in the main gymnasium at Bryan High School. An interview station will be assigned to you when you arrive for your interviews. Your first interview is scheduled for _____. If you will report to Room 154 prior to your first interview, a list of applicants, interview times, job applications for each person to be interviewed and an interview report for each applicant will be provided.

Thank you again for your cooperation. Please feel free to call on us for any further information you may desire or any suggestions/comments you may have.

Frank D. Lown, Jr.
Placement and Follow-up
Coordinator

Appendix H

JOB PLACEMENT APPLICATION

Please Print

Grade _____ Sex _____ Race _____ Date _____

Name _____ Telephone No. _____ School _____
Last First Middle

Address _____ Social Security No. _____ Date of Birth _____
No. Street City State Zip

Please indicate latest grades received in following subjects: (If not taken, please indicate)
English _____ Algebra _____ Geometry _____ History _____ Trigonometry _____ Physics _____
Chemistry _____

VOCATIONAL COURSES: (List course and grade)

_____ _____ _____

_____ _____ _____

Training Completion Date: _____ Do you have transportation: _____
Are interested permanent, full-time, part-time or summer work? _____
Indicate which

Are you planning to continue your education? _____
If yes, where? _____ Course _____
Full-time _____ Part-time _____
What have you done to earn money during your school years? List below:

Employer	Address	Type work	Salary	Length of Employ.	Hrs. per week

Do you have a driver license? _____ Has your driver's license ever been suspended? _____
Are you now under a doctor's care? _____ What serious illness, operations or accidents have you had? _____

FACULTY REFERENCES

	Name	School
1.		
2.		

Write a short paragraph about your plans or desires for your future career.

_____
Signature

Appendix I

JOB PLACEMENT APPLICATION
(Office Occupations only)

Please Print

Grade: _____ Sex: _____ Race: _____ Date: _____

Name: _____ Telephone No.: _____ School: _____
Last First Middle

Address: _____ Social Security No.: _____ Date of Birth _____
No. Street City State Zip

Please indicate most recent grades received in the following subjects:
English _____ Math _____ Science _____ Economics _____
Specify courses Specify courses

Please check below the business courses you have taken and give other information required:

Bookkeeping	_____	_____	_____	
Business English	_____	_____	_____	
Business Law	_____	_____	_____	
Business Machines	_____	_____	_____	List: _____
Clerical Practice	_____	_____	_____	List: _____
Notehand	_____	_____	_____	Rate: _____
Shorthand	_____	_____	_____	Rate: _____
Typing	_____	_____	_____	Speed and accuracy on 5-min. time _____

Please indicate the particular field in which you are most interested and the area in which you would most prefer to work: _____
Are you interested in permanent, full-time, part-time or summer work? _____
Indicate which

When will you graduate from high school? _____ Do you plan to continue your education after high school? _____ If yes, where do you plan to attend, and what will be your major?

_____

List extracurricular activities while in high school:

_____

List below any employment that you have had in the past or at present:

Employer	Address	Type of Work	Salary	Dates of Employment	Hours a week

_____

Do you have transportation? Yes ____ No ____ Do you have a driver's license? _____
Has it ever been suspended? _____
Are you now under a doctor's care? _____ If so, explain _____

How many days did you miss from school during this past year? _____ What was the main cause of your absence? _____

Faculty References:

Name	School	Address

_____

_____

_____
Signature

INTERVIEW APPOINTMENT

Name: _____

Occupation: _____

Station No: _____

Firm: _____

Time: _____

Date: _____

Appendix K

MEMORANDUM

TO: Interviewers

FROM: Placement and Follow-up Coordinator

SUBJECT: Occupational Placement Progress

You have been assigned interview station #_____ in the main gymnasium for job interviews with student todays. Attached is a list of those students who are scheduled for an interview with you and the time each student has an appointment. Also attached are the students' job applications for your review prior to the interview. Some students may be scheduled for more than one interview. If so, his/her application and these student should take their application with them to the next interviewer.

We have attached an interview report form for each applicant scheduled for interview with you. It would be most appreciated if you would fill out a report on each student and deposit the completed forms in room 154 when all applicants have been interviewed.

Each student scheduled for interview(s) has been provided a interview appointment card indicating the interview station, firm conducting the interview and the time for the interview. Students have been requested to report for their interview at the appointed time only.

No promise of employment would be expected at this initial interview. You may, however, choose to inform the applicant if there is any possibility of employment and, if so, what procedure is recommended - should they contact you or will they be contacted?

Thank you for your cooperation and participation in our first Occupational Placement Day. We would like to have your reaction to the program. Feel free to inform us of any suggestions or comments you may have.

Frank Lown
Placement and Follow-Up
Coordinator

Appendix L

INTERVIEW REPORT

Please complete this sheet for each person interviewed. (This information is for the Job Placement Office use and will be considered confidential.)

Check appropriate rating:

	Poor	Average	Good
Applicants knowledge of occupation for which he is being considered			
General appearance			
Attitude and ambition			

Please mark items that apply: (Inform applicant of result)

- Applicant does not meet job qualifications ☐
- Applicant is scheduled for additional interview ☐
- Applicant will be notified if future vacancy occurs ☐
- Applicant should contact us June 1, 1972 ☐

COMMENTS: _____

_____

_____

_____ Name of Student

_____ School Attending

_____ Skill/Occupation

_____ Interviewer

_____ Firm

(Please deposit in designated box on information desk)

Appendix M

BRYAN PUBLIC SCHOOLS

EDUCATIONAL SERVICES / PHONE 823-5441
2200 VILLA MARIA ROAD / BRYAN, TEXAS 77801

9 June 1972

Texas A&M University
Personnel Department
College Station, Texas 77843

Gentlemen:

The Bryan Independent School District held its first "Occupational Placement Day" at Bryan High School on May 10, 1972. The purpose of this occasion was to afford interested employers in the local area an opportunity to interview high school graduates and other students seeking employment. Eighteen representatives from business and industrial firms and Texas A&M interviewed some 190 students for full-time, part-time and summer employment. Approximately fifty per cent of these students received a favorable response from the interviewers with the possibility of subsequent employment.

The success experiences could have been possible only through your participation. Your representative, Charles R. King, was most cooperative and spent many hours talking to students who indicated a desire for employment. In addition, your representative provided us with a report on each student interviewed in order for us to evaluate the success of the program.

In our opinion, the effort was very worth while and it is planned to make the "Occupational Placement Day" an annual project. We would appreciate any suggestions that would improve the program in any way from the interviewer's point of view. Please feel free to contact me or Frank Lown for any comments you may have.

Thank you for your cooperation and the contribution you are making to the students and former students of the Bryan Public Schools. We look forward to your continued support and unless we hear otherwise, your activity will be included on our mailing list again next year.

Sincerely,

Charles B. Jones
Vocational Director

Appendix N

MEMORANDUM

TO: Vocational Teachers and Coordinators,
Bryan Independent School District

FROM: Frank Lown, FAP Coordinator

SUBJECT: Follow-Up Data for Computer Files

DATE: September 11, 1972

On August 17, 1972, during the Vocational In-Service meeting, computer printouts of the follow-up data contained in the Follow-Up Master Files were passed out to teachers/coordinators who had provided inputs to the files. Included in the handouts were Active Student Rosters for each instructor, Former Student Follow-Up Data (for each instructor, by year), and summaries of Follow-Up Data (for each instructor, by year).

The Active Student Roster should reflect the students in each instructor's class(s) at the end of school year 1971-72. In the event any of these rosters are in error, make appropriate corrections on the printout (i.e. additions, deletions, or corrections). If a student on the roster exited the class prior to the end of the school year, indicate in the left hand margin the reason for exiting (i.e. dropout or transfer), the date the student exited, and, if known, his or her post-exit activities (i.e. work, married, continued school, etc.). For those students that were in the class at the end of the school year, indicate whether he or she graduated from your school, transferred to another school district, or dropped out of the vocational program; the date the student left your class; and, if known, what the student is doing this year (i.e. continuing high school, going to college, going to work, etc.). If the student is still in your class, mark him or her "active" in the left margin and the student will automatically show up on your Active Student Roster this year. If the student is in another vocational education class, mark him or her "active" and indicate the name of the teacher/coordinator, if known. Active Student Forms should be completed on each new student in the Vocational Education program for the first time this year. As soon as this data on Active students is received and entered into the master file, current Active Student Rosters will be produced and furnished each instructor. Rosters should be maintained accurate and current by each instructor and, when warranted, forwarded to this office for updating the master file and producing revised rosters. At any time a new student enters your class during the year, complete an active student form on the student and forward it to this office for entry into the master file.

The printout of Former Student Follow-Up data is a listing of the information in the master file on former students in the Vocational Education programs. It should be noted that these listings are produced for each teacher/coordinator by the year the former student exited a vocational education course and entered the follow-up program. In many cases the information is not complete; accordingly, these listings should be reviewed for completeness and accuracy. Any changes (i.e. revisions, additions, deletions, etc.) can be made on the printout and returned to this office for updating the master file. The annotated printout will be returned to the appropriate teacher/coordinator for

retention until an updated printout can be produced. For those former students not listed on the Former Student printout, a new Follow-Up Data form should be completed on each student omitted.

The summaries of follow-up data is a compendium of the former student information contained in the master file for each instructor, by year the former student entered the follow-up program. It is intended to summarize the information required for reporting purposes and present it in a format to extract required information. The accuracy of the data, however, is dependent on the completeness and accuracy of the information presented on the original input by the teacher/coordinator. For example, in order for a student to be included in the summary, item 30 on the new follow-up form, "Was student enrolled in vocational education?" must be marked "yes". If this item is marked "no" or left blank for a student, that student will be tabulated as a non-vocational student. For a student to be tabulated under column B as completing requirements, item 31, "... percent of program completed " must be marked "100%". If this item is left blank or is marked as anything other than "100%", the student will be tabulated under column C as completing partial requirements. Likewise, to be tabulated under any of the other columns, the appropriate item must be marked on the follow-up data form for each former student.

Briefly, the follow-up printouts are for the benefit of the Vocational Teachers/Coordinators. It is planned to provide each of you copies of only those printouts applicable to your current class(es) and former students. It is intended that each teacher/coordinator review the printouts provided for completeness and correctness and make appropriate changes on the printout, as required. New students are to be added to the file by way of completing separate applicable forms for each student. Corrected printouts and forms on new students are to be furnished the Follow-Up & Placement (FAP) Coordinator as they become available so that the master file can be updated. Printouts and forms will be returned to Teachers/Coordinators for retention/disposition as desired. A pre-printed, pre-addressed mailout form, indicating the data maintained in the master file, will be provided to the appropriate Teacher/Coordinator for each former student. Even though a mailout form will be provided for each former student, only those former students who have exited the Bryan Public School System will be forwarded a mailout form for review, correction/completion, as applicable, and return. Mailout forms for those students still in school can be discarded, if desired. A stamped window envelope with pre-printed return address and a stamped self-addressed return envelope will also be provided for each mailout. Appropriate Teacher's/Coordinator's name and school should be added to each envelope in the return address area and the address area respectively. It is suggested that each Teacher/Coordinator include a personal note to each mailout describing the new follow-up system and encouraging return of the corrected mailout.

Instructions for completing the form entitled "Active Student Data for Computer File" are attached. Blank forms for providing information on your current active students are also attached. If a student is already on your Active Roster, another form need not be completed on that student. If a student is in more than one Vocational Education course, indicate all Vocational courses and instructors on one form only. Blank forms entitled "Follow-Up Data for Computer File" are also attached for your use, if required.

If additional forms are needed or if you have any questions relative to the follow-up program, please contact the undersigned at Bryan High School, Room 154, or telephone 822-3711 - Ext. 57 or 58.

Frank Lown
FAP Coordinator
Bryan ISD

5 Enc:
2 Instructions-
- Active Student Forms
- Fromer Student Forms
2 Blank Forms-
- Active Student
- Former Student
USOE Codes

INSTRUCTIONS FOR COMPLETING FORM

ACTIVE STUDENT DATA FOR COMPUTER FILE

One form for each new student presently enrolled in any of the Vocational Education Programs conducted by the Bryan Public Schools will be prepared. A form need no be completed on Active Students who were on your Active Student Roster last year. The completed forms will be forwarded to the Follow-Up and Placement (FAP) office as soon as possible. It is hoped that all information on the form will be provided on each student currently in the program; however, if all information is not available at this time, provide that data that is currently available and the remainder when known. A computer printout on all active students in each Vocational Teacher/Coordinator class(s) will be provided for your file. As the information for any student is changed or more information becomes available, the new data will be entered with red pencil by the Vocational Teacher/Coordinator on his or her copy of the printout for the student concerned and the revised copy of the printout will be forwarded to the FAP office immediately for updating the computer file. If a new student is enrolled in your class, fill out a copy of the form entitled Active Student Data for Computer File and forward it to the FAP office for entry in the computer file. As soon as the new data is entered into the computer file, a revised printout will be furnished the Vocational Teacher/Coordinator concerned. As subsequent changes, deletions, or additions to the file become evident, the Vocational Teacher/Coordinator involved will effect the required revision in the same manner as outlined above, i.e. by entering on the affected printout with red pencil the appropriate change to be effected and forward the revised copy of the printout to the FAP office.

Instructions for filling in each item on the form for Active Student Data for Computer File follows:

1. Identification Number: Enter the students social security number. If he or she does not have a social security number, enter his or her student identification number. If student does not have an identification number, leave this item blank and a control number will be assigned by the FAP office.
   Note: At the time a student enters the Vocational Education Program, it should be determined whether he or she has been issued a social security number. If the student does not have one, he or she should be sent to the Social Security Administration (Room 105, Kraft Bldg., 307 S. Main St., Bryan, Texas) immediately to make application for a Social Security Account Number.

2. Student's Name: Enter the student's name which he or she is registered under. Enter last name first, first name next, and middle initial, if applicable.

3. Is Student Currently Employed: If the student is employed on the date the form is filled out, enter "Yes"; if not, enter "No". If the student is employed at a later date, forward a change to his record as outlined above.

4. If Yes, What Occupation: If the answer to item 3 is "Yes", enter the name of the occupation in which the student is employed. If the answer is no, enter "No".

5. O E Code For Occupation in which Student is Employed: If the student is employed, enter the United States Office of Education Instructional Code for the occupation in which the student is employed. If he or she is not employed, leave this item blank. (See attached list of USOE Codes. Use only those codes found on this list.)

6. Title of Job (in which Student is Employed): Enter the title of the job the student has, if he or she is employed. If unemployed, leave blank.

7. Number of Hours Per Day Employed: If the student is employed, enter the number of hours per day that he or she works. If not employed, leave this item blank.

8. Salary Per Hour: Enter the hourly wage the student receives, if employed; if not employed leave blank.

9. Sex (of Student): Enter "M" for male and "F" for female.

10. Race (of Student): Enter "W" for white, "N" for Negro, and "M" for Mexican-American. If other, enter "O" and specify race in parentheses, i.e. "O" (American Indian).

11. Current Address: Enter the most current address of the student in the following order: House number and street name or post office box number, or rural route and box number; name of city; State; and Zip Code.

12. Current Telephone Number: Enter the most current known telephone number of the student.

13. Date of Birth: Enter the student's month, day, and year of birth as follows: 07-23-53 for July 23, 1953.

14. Date of this Record: Enter the date (month, day, and year) you fill out the form, i.e. 10-29-71 for October 29, 1971.

15. Parent's/Guardian's Address (if different from student): Enter the address of the student's parents or guardian if it is different from the student's address given in item 11 above; if it is the same, enter "same".

16. Parent's/Guardian's Telephone Number (if different from student): Enter the telephone number of the student's parents or guardian if it is different from the student's telephone number entered in

item 12, above; if it is the same, enter "same".

17. Remarks: Enter any additional pertinent information relative to the student that you would like to have on his or her record.

18. Employer's Address (If Applicable): Enter the address (number and street, city, state, and zip code) of the location where the student works, if he or she is employed; if not employed, leave this item blank.

19. Employer's Telephone Number (If Applicable): If the student is employed, enter the telephone number at the location where the student works; if not employed, leave blank.

20. Name of Employer (If Applicable): Enter the name of the company, firm or organization for which the student works, if employed; if not employed, leave blank.

21. Vocational Program Course in which Enrolled: Enter the abbreviation for the vocational course in which the student is enrolled. Use the following abbreviations for your entry:

Use:	For:
COAG	Cooperative Agriculture
VOAG	Vocational Agriculture
AMEC	Auto Mechanics
BLTD	Building Trades
CSMG	Cosmetology
CVAE	Coordinated Vocational Academic Education
DVAE	Office Duplication - Vocational Academic Education
HVAE	Ornamental Horticulture - Vocational Academic Education
BVAE	Building Maintenance - Vocational Academic Education
DETR	Distributive Education Training
DPTR	Data Processing Training
ICTR	Industrial Cooperative Training
HECE	Home Economics Cooperative Education
HOCT	Health Occupations Cooperative Training
HMKT	Homemaking Training
PELB	Pre-Employment Lab
VONR	Vocational Nursing Training
VOED	Vocational Office Education

22. O E Code For Occupation in which Student is Being Trained: Indicate the United States Office of Education Instructional Code for the occupation in which the student is being trained while enrolled in the Vocational Education Program. Use only the O E Codes found in attached list of USOE Codes.

23. Total Number of Hours in Vocational Course in which Student is Enrolled: Enter the total number of hours involved in the vocational course in which the student is enrolled. If cooperative student, enter classroom hours plus authorized work hours (i.e. If student is in a one year class for 2 hours each day and works 3 hours each day, his total hours for the school year would be 5 x 180, or 900 hours.).

24. Name of School Attending: Enter the name of the school which the student is attending and participating in the Vocational Education Program.

25. Grade in which Enrolled: Enter the present school grade classification in which the student is officially registered.

26. Name of Vocational Teacher/Coordinator: Enter the last name of the Vocational Teacher/Coordinator who is providing the Vocational Instruction to the student.

27. Date Entered this Vocational Program/Course: Enter the month and year the student first entered the Vocational Program/Course in which the student is enrolled (the Program/Course listed in item 21 above). If student entered the course in September, 1972, enter "09-72".

28. Date Exited/Scheduled for Completion: Enter the month and year student is scheduled to complete or exit the vocational education program. If student is scheduled to complete his or her vocational training in May, 1973, enter "05-73".

29. Reason for Exiting: Enter the reason student is scheduled to exit the program entered in item 28, above. If student is exiting because of graduation, enter "Grad".

30. Remarks: This space will be used to continue remarks in item 17, if required.

INSTRUCTIONS FOR COMPLETING FORM

FOLLOW-UP DATA FOR COMPUTER FILE

One form for each former student not now listed on the computer printouts entitled "Former Students Follow-Up Data" and "Active Student Roster", will be prepared. A former student is defined as a student who was formerly enrolled in one of the Vocational Education Courses offered by any of the Bryan Public Schools. He or she must have been enrolled in a course for a period of at least nine weeks, and has exited or terminated all experiences with any of the vocational programs for any reason, such as transfer to another school, early departure from school, drop the course or graduation from school. A student who changes from one vocational course to another voational course within the Bryan Public Schools will not be considered as exiting the program and a form need not be prepared if he or she is still in one of the vocational programs.

The completed forms will be forwarded to the Follow-Up and Placement (FAP) office as soon as possible. It is hoped that all information on the form will be provided on each former student; however, if all information is not available at this time, provide that data that is currently available and the remainder when known. A computer printout on each former student for each Vocational Teacher/Coordinator will be provided for your file. As the information for any former student is changed or more information becomes available, the new data will be entered with red pencil by the Vocational Teacher/Coordinator on his or her copy of the printout for the student concerned and the revised copy of the printout will be forwarded to the FAP office immediately for updating the computer file. As soon as the change is made in the computer file, a revised printout will be furnished the Vocational Teacher/Coordinator concerned. As subsequent changes, deletion or additions to the file become known, the Vocational Teacher/Coordinator concerned will effect the required revision in the same manner as outlined above - i.e. by entering on the affected printout with red pencil the appropriate changes to be effected and forwarding the revised printout to the FAP office.

Instruction for filling in each individual item on the form for Follow-Up Data for Computer File follows:

1. Identification Number: Enter the former students social security number. If he or she does not have a social security number, enter his of her student identification number. If student does not have an identification number, leave this item blank and a control number will be assigned by the FAP office.
   Note: At the time a student enters the Vocational Education Program, it should be determined whether he or she has been issued a social security number. If the student does not have one, he or she should be sent to the Social Security Administration (Room 105, Kraft Bldg., 307 S. Main St., Bryan, Texas) immediately to make application for Social Security account number.

2. Name While a Student: Enter the name that the former student was registered under while he or she was a student. Enter last name first, first name next, and middle initial, if applicable.

3. Is Student Currently Employed: If this former student is employed on the date this form is filled out, enter "Yes"; if not, enter "No".

4. If Yes, What Occupation: If the answer to item 3 is "Yes" enter the name of the occupation in which the former student is employed. If the answer is "No", leave this item blank.

5. O E Code For Occupation in Which Employed: If the former student is employed, enter the United States Office of Education Instructional code for the occupation in which the student is employed. If he or she is not employed, leave this item blank. (Use only the codes found in the attached list of USOE Codes)

6. Job Title: Enter the title of the job this former student has, if he or she is employed. If unemployed, leave blank.

7. Number of Hour Per Day Employed: If this former student is employed, enter the number of hours per day that he or she works. If not employed, leave this item blank.

8. Current Salary: Enter the monthly salary which the former student is receiving for the job described above. If his or her present salary is different from that received when he or she began working on this job, also indicate the beginning salary received in item 12 below.

9. Sex: Enter "M" for male and "F" for female.

10. Race: Enter "W" for white, "N" for Negro, and "M" for Mexican-American. If other, enter "O" and specify in parentheses, i.e. "O" (American Indian).

11. Present Name (If Different From Above): Enter the former students present name in the event that it has changed since she left school. For example, if a former female student has married since she left school, enter her present married name.

12. Beginning Salary: Enter the monthly salary which the former student recieved when he or she began working on the job described in items 4,6, & 7 above.

13. Number of Employees Supervised: If the former student is employed in a job which he or she supervises other employees, enter the number of workers supervised by this former student.

14. Year this Student in Follow-Up: Enter the number that represents the year in which the student has been in the follow-up program. For example, if the student graduated in the spring of 1971 enter the number "71". If the student dropped out of the program at Christmas 1968, enter the number "69". The following numbers will be used for those students that exited the Vocational Education Program during the school year indicated:

School Year		Number
1967-1968	-	68
1968-1969	-	69
1969-1970	-	70
1970-1971	-	71
1971-1972	-	72

Each succeeding year the oldest year group will be dropped and the newest school year group will be added. For example, next year, 1967-1968 group will be deleted, and 1972-1973 group will be added to maintain a five year follow-up program.

15. Remarks: Enter any other pertinent information relative to this former student that is not included above and you would like to have on his or her record.

16. Most Current Address: Enter the most current known address of the former student in the following order: House number and street name or post office box number, or rural route and box number; name of city; state; and zip code.

17. Area Code and Phone Number of Former Student: Enter the most current known telephone number of the former student, including area code.

18. Date of Birth: Enter former student's month, day, and year of birth, i.e. 02-23-55 for February 23, 1955.

19. Date of this Record: Enter the date (month, day, and year) you fill out the form, i.e. 10-15-72 for October 15, 1972.

20. Has Student Received a Step Increase in Present Job: Enter "Yes" if this former student has received a step up or a promotion in his or her present job. If he or she has not received a step increase, enter "No".

21. Address of Employer: Enter the address (number and street, city, state, and zip code) of the firm for which the former student works, if he or she is employed.

22. Area Code and Phone Number of Employer: Enter the telephone number of the firm for which the former student works, if employed.

23. Name of Employer: Enter the name of the firm for which the former student works, if employed.

24. Vocational Program in which Enrolled: Indicate the vocational program in which the student was enrolled. Use the following abbreviations for your entry:

Use:	For:
COAG	Cooperative Agriculture
VOAG	Vocational Agriculture
AMEC	Auto Mechanics
BLTD	Building Trades
BVAE	Building Maintenance - Vocational Academic Education
CSMG	Cosmetology
CVAE	Coordinated Vocational Academic Education
DETR	Distributive Education Training
DPTR	Data Processing Training
DVAE	Office Duplication - Vocational Academic Education
ICTR	Industrial Cooperative Training
HECE	Home Economic Cooperative Education
HOCT	Health Occupations Cooperative Training
HVAE	Ornamental Horticulture - Vocational Academic Education
PELB	Pre Employment Lab
HMKT	Homemaking Training
VONR	Vocational Nurse Training
VOED	Vocational Office Education

In the event a former student has taken more than one Vocational Education course, indicate all courses in which he or she was enrolled.

25. O E Code For Occupation which Student was Trained: Indicate the United States Office of Education Instructional Code for the occupation in which the former student received training while enrolled in the Vocational Education Program. If he or she received training in more than one occupation, indicate the O E Code for all occupations in which the former student received training. The O E Codes may be found in the attached list. Use only those codes found on the attached list of USOE Codes.

26. Name of School from which Student Exited: Enter the name of the Bryan Public School from which the former student exited Vocational Program.

27. Name of Vocational Teacher/Coordinator: Enter the name of the Vocational Teacher/Coordinator who provided the vocational instruction(s) to the former student.

28. Date Student Exited: Enter the date which the former student exited the Vocational Program. Indicate month and year, in that order, as follows: 06-72 for June, 1972.

29. Reason for Exiting: Enter the reason why the former student exited the Vocational Program. Use the following abbreviations for your entry:

Use:	For:
TRFR	Transferred
GRAD	Graduated
DROT	Dropout or Early Departure

If a student exits the Bryan Public School System, so indicate by adding "Exit" after the reason for exiting. For example, enter "DROT/EXIT" for a student that drops out of the vocational program and leaves school. If the student drops out of the vocational program and stays in school, enter "DROT" only.

30. Was Student Enrolled in Vocational Education: If former student was enrolled in a Vocational Education Course when he or she was in school, enter "yes"; if not, enter "no".

31. Number of Hours and Percent of Program Completed: Enter the number of hours and the percent of the program(s) in which the former student was enrolled that he or she completed while in school. If a student successfully completes the course, indicate "100%".

32. Post Exit Activities: Enter in this space the activity in which the former student engaged in subsequent to exiting the Vocational Program. Use the following abbreviations for your entry:

Use:	For:
HISC	Continuing school, either locally or in another school district.
COL2	Attending a 2 year college
COL4	Attending a 4 year college/university
VOTC	Enrolled in Vocational/Technical Training
ENAF	Entered in Armed Forces
MARD	Got married and is a housewife not working
WORK	Got a job and is working (Part-time or full-time), whether married or not, or if working and attending school part-time.
UNEM	Unemployed
UNKN	Unknown

For those students who continued formal education after exiting the Bryan School System (ie Col2, Col4, and VOTC) and have completed the requirements for Graduation or Degree, so indicate by adding a "Y" after the applicable activity. For example, enter "COL4/Y" for a former student who enrolled in a 4 year college or university after exiting the Bryan School System and has successfully completed the requirements for Graduation/Degree from a 4 year college or university.

ACTIVE STUDENT DATA FOR COMPUTER FILE

1. Identification Number _____ (1-9)
(Social Security No. or Student Identification No.)

2. Student's Name: _____
(Last 11-22) (First 23-32) MI 33)

3. Is student currently employed? Yes _____ NO _____ (34)

4. If yes what occupation? _____ (35-49)

5. OE code for occupation in which employed: _____ (50-56)

6. Title of Job: _____ (57-69)

7. Number of hours per day employed _____ (70-73)

8. Salary per hour: _____ (74-77)

9. Sex: Female _____ Male _____ (78)

10. Race (white, Negro, Mexican-American, etc): _____ (79)

11. Current Address: _____
(No. & Street 11-31) (City 32-42) (State 43-47) (Zip code)
(43-37)

12. Current telephone number: _____
(Area code 53-55) (Phone Number 56-62)

13. Date of birth (Month-day-year) _____ (63-68)

14. Date of this record (Month-day-year) _____ (69-74)

15. Parents'/Guardian's Address: _____
(No. & Street 11-31) (City 32-42) (State 43-47)
_____
(zip code 48-52)

16. Parents'/Guardians' Telephone No. _____
(Area Code 53-55) Phone No. 56-62)

17. Remarks _____ (63-79)

18. Employer's Address: _____
(No.& Street 11-31) (City 32-42) (State 43-47) (Zip 48-52)

19. Employer's Telephone No. _____
(Area code 53-55) (Phone No. 56-62)

20. Name of employer _____ (63-79)

21. Vocational Program/course in which enrolled _____ (11-14)

22. OE code for occupation in which student is being trained: _____ (15-21)

23. Total number of hours in vocational course in which enrolled _____ (22-25)

24. Name of school attending _____ (26-28)

25. Grade in which enrolled _____ (29-20)

26. Name of vocational teacher/coordinator _____ (31-47)

27. Date entered this vocational program/course _____ (48-51)
(month-year)

28. Date exited/scheduled for completion _____ (52-55)
(month-year)

29. Reason for exiting: _____ (56-59)

30. Remarks _____ (60-79)

FOLLOW-UP DATA FOR COMPUTER FILE

1. Identification number _____ (1-9)
(Social Security No. or Student Identification No.

2. Name while a student _____
(Last 11-22) (First 23-32) (MI 33)

3. Is student currently employed? Yes_____ No_____(34)

4. If yes, what occupation _____ (35-49)

5. OE code for occupation in which employed (See instructions) _____ (50-56)

6. Job title _____ (57-68)

7. Number of hours per day employed _____ (69-73)

8. Current salary _____ (74-77)

9. Sex Female _____ Male_____ (78)

10. Race (White, Negro, Mexican-American or other (specify): _____ (79)

11. Present name (If different from above _____
11-22) (First 23-32) (MI 33)

12. Beginning salary _____ (34-37)

13. Number of employees supervised _____ (38-40)

14. Year this student in follow-up _____ (41-42)

15. Remarks _____ (43-79)

16. Most current address _____
(Number & street 11-31) (City 32-42) (State 43-47)

_____
(Zip 48-52)

17. Area code and phone number _____ (53-55)_____ (56-62)

18. Date of birth (Month, day, year) _____ (63-68)

19. Date of this record (month, day, year) _____ (69-74)

20. Has student received a step increase in present job Yes_____ No____(75)

21. Address of employer _____
(No. & street 11-31) (City 32-42) (State 43-47) (Zip48-52)

22. Area code and phone number _____(53-55)_____ (56-62)

23. Name of employer _____(63-79)

24. Vocational program in which enrolled (see instructions)_____(11-14)

25. OE code for occupation which student was trained (see instructions)
_____ (15-21)

26. Name of school from which exited _____ (26-28)

27. Name of vocational teacher/coordinator _____ (31-47)

28. Date student exited _____(48-51)

29. Reason for exiting (see instructions) _____ (52-55)

30. Was student enrolled in vocational education? Yes_____ No____(56)

31. Number of hours and percent of program completed _____ _____
(57-60) (61-63)

UNITED STATES OFFICE OF EDUCATION (USOE) INSTRUCTIONAL CODES

Agriculture

*01.01 00	Agricultural Production
01.01 01	Animal Science
01.01 02	Plant Science
01.01 04	Farm Business Management
*01.02 00	Agricultural Supplies/Services
01.02 01	Agricultural Chemicals
01.02 02	Feeds
01.02 03	Seeds
01.02 04	Fertilizers (Plant Food)
01.02 99	Agri Supplies/Services (Other)
*01.03 00	Agricultural Mechanics
01.03 01	Agri Power & Machinery
01.03 02	Agri Structures & Conveniences
01.03 03	Soil Management
01.03 04	Water Management
01.03 05	Agricultural Mechanics Skills
01.03 06	Agri Construction & Maintenance
01.03 07	Agricultural Electrification
*01.04 00	Agricultural Products
01.04 01	Food and Dairy Products
01 04 02	Farmfood Products
01.04 99	Agricultural Products (Other)
*01.05 00	Ornamental Horticulture
01.05 01	Arboriculture
01.05 02	Floriculture
01.05 03	Greenhouse Operation & Mgmt
01.05 04	Landscaping
01.05 05	Nursery Operation & Management
01.05 06	Turf Management
*01.06 00	Agricultural Resources
01.06 01	Forests
01.06 02	Recreation
01.06 03	Soil
01.06 04	Wildlife (Including Game Farms & Hunting Areas)
01.06 05	Water
01.06 06	Air
01.06 07	Fish (Including Farms & Hatcheries)
01.06 08	Range
*01.07 00	Forestry (Production, Processing, Management, Marketing, & Services)
01.07 01	Forests
01.07 02	Forest Protection
01.07 03	Logging (Harvesting & Transporting)
01.07 04	Wood Utilization
01.07 05	Recreation
01.07 06	Special Products
*01.99 00	Other

Distributive Education

*04.01 00	Advertising Services
*04.02 00	Apparel & Accessories
*04.03 00	Automotive
*04.04 00	Finance & Credit
*04.05 00	Floristry
*04.06 00	Food Distribution
*04.07 00	Food Services
*04.08 00	General Merchandise
*04.09 00	Hardware, Building Materials, Farm & Garden Supplies, & Equipment
*04.10 00	Home Furnishings
*04.11 00	Hotel & Lodging
*04.12 00	Industrial Marketing
*04.13 00	Insurance
*04.14 00	International Trade
*04.15 00	Personal Services
*04.16 00	Petroleum
*04.17 00	Real Estate
*04.18 00	Recreation & Tourism
*04.19 00	Transportation
04.20 00	Retail Trade (Other)
04.31 00	Wholesale Trade (Other)
*04.99 00	Other

Health Occupations Education

07.01 00	Dental
*07.01 01	Dental Assisting
*07.01 02	Dental Hygiene (Associate Degree)
*07.01 03	Dental Laboratory Technology
07.02 00	Medical Laboratory Technology
07.02 01	Cytology (Cytotechnology)
07.02 02	Histology
*07.02 03	Medical Laboratory Assisting
07.02 04	Hematology
*07.02 99	Other Medical Laboratory Technology
07.03 00	Nursing
*07.03 01	Nursing (Associate Degree)
*07.03 02	Practical (Vocational) Nursing
*07.03 03	Nursing Assistance (Aide)
07.03 04	Psychiatric Aide
07 03 05	Surgical Technician (Operating Room Technician)
07.03 06	Obstetrical Technician
07.03 07	Home Health Aide
07.04 00	Rehabilitation
*07.04 01	Occupational Therapy
*07.04 02	Physical Therapy Assistant
07.04 03	Prosthetics
07.04 04	Orthotics
07.05 00	Radiologic (X-Ray)
*07.05 01	Radiologic Technology (X-Ray)
07.05 02	Radiation Therapy
07.05 03	Nuclear Medical Technology
07.05 99	Radiologic (Other)
07.06 00	Ophthalmic
07.06 01	Ophthalmic Dispensing
07.06 02	Orthoptics
07.06 03	Optometrist Assistant
07.06 99	Opthalmic (Other)
*07.07 00	Environmental Health
07.07 01	Environmental Health Assistant
07.07 02	Radiological Health Technician
07.07 03	Sanitarian Assistant
*07.08 00	Mental Health Technology
07.08 01	Mental Health Technician
07.08 02	Mental Retardation Aide
07.08 99	Mental Health Technology (Other)
07.09 00	Misc Health Occupations Education
07.09 01	Electroencephalograph Technician
07.09 02	Electrocardiograph Technician
*07.09 03	Inhalation Therapy
*07.09 04	Medical Assistant (Physician's Office)
07.09 05	Central Supply Technician
*07.09 06	Health Aide
07.09 07	Medical Emergency Technician
07.09 08	Food Service Supervisor
07.09 09	Mortuary Science
07.09 10	Orthopedic Assisting
*07.99 00	Other

Home Economics

09.01 01	Comprehensive Homemaking or Home Economics
*09.01 02	Child Development
*09.01 03	Clothing and Textiles
*09.01 04	Consumer Education
09.01 05	Family Health
*09.01 06	Family Relations
*09.01 07	Food and Nutrition
*09.01 08	Home Management
*09.01 09	Housing & Home Furnishings
*09.01 99	Other
*09.02 01	Care & Guidance of Children
*09.02 02	Clothing Management, Production, and Services
*09.02 03	Food Management, Production, and Service
*09.02 04	Home Furnishings, Equipment & Services
*09.02 05	Institutional & Home Management & Supportive Services
*09.02 99	Other

Office Occupations

*14.01 00	Accounting & Computing Occupations
14.01 01	Accountants
14.01 02	Bookkeepers
14.01 03	Cashiers
14.01 04	Machine Operators: Billing, Bookkeeping, & Computing
14.01 05	Tellers
*14.02 00	Business Data Processing Systems Occupations
14.02 01	Computer & Console Operators
14.02 02	Peripheral Equipment Operators
14.02 03	Programmers
*14.03 00	Filing, Office Machines, & General Office Clerical Occup
14.03 01	Duplicating Machine Operators
14.03 02	File Clerks
14.03 03	General Office Clerks
*14.04 00	Information Communication Occup
14.04 01	Communication Systems Clerks
14.04 02	Correspondence Clerk
14.04 03	Mail & Postal Clerks
14.04 04	Mail-Preparing & Mail-Handling Machine Operators
14.04 05	Messengers, Office Boys, & Office Girls
14.04 06	Receptionists & Information Clerks
*14.05 00	Materials Support Occupations (Transporting, Storing, Recording
14.05 01	Planning & Production Clerks
14.05 02	Quality Control Clerks
14.05 03	Shipping & Receiving Clerks
14.05 04	Stock & Inventory Clerks
14.05 05	Traffic, Rate, & Transportation Clerks

*Indicates USOE Instructional Codes listed on OE Form 3138 (5/71).

UNITED STATES OFFICE OF EDUCATION (USOE) INSTRUCTIONAL CODES (Continued)

*14.06 00	Personnel, Training, & Related Occupations (2-year comb. only)
14.06 01	Educational Assistants & Training Specialists
14.06 02	Interviewers & Test Technicians (2-year combination only)
14.06 03	Personnel Assistants (2-year combination only)
*14.07 00	Stenographic, Secretarial, & Related
14.07 01	Executive Secretary
14.07 02	Secretaries
14.07 03	Stenographers
*14.08 00	Supervisory & Administrative Management Occupations (2-year combination only)
14.08 01	Administrative Assistants (2-year combination only)
14.08 02	Budget Management Analysts (2-year Secondary comb. only)
14.08 03	Clerical & Office Supervisors (2-year combination only)
14.08 04	Data-Methods & System-Procedures Analysts (2-year sec. comb. only)
14.08 05	ffice Managers & Chief Clerks (2-year combination only)
*14.09 00	Typing & Related Occupations
14.09 01	Clerk-Typists
14.09 02	Typists
*14.99 00	Other

Technical Education

*16.01 01	Aeronautical Technology
*16.01 03	Architectural Technology (Building Construction)
*16.01 04	Automotive Technology
*16.01 05	Chemical Technology
*16.01 06	Civil & Sanitation Technology
*16.01 07	Electrical Technology
*16.01 08	Electronic Technology
*16.01 09	Electromechanical Technology
*16.01 10	Environmental-Control Technology
*16.01 11	Industrial Technology
*16.01 12	Instrumentation Technology
*16.01 13	Mechanical Technology
*16.01 13	Machine & Tool Design
*16.01 14	Metal Technology
16.01 16	Petroleum Technology
*16.01 17	Scientific Data Processing
16.02 04	Plant Science
16.03 00	Health-Related Technology
16.04 00	Office-Related Technology
*16.06 01	Commercial Pilot Training
*16.06 02	Fire & Safety Technology
*16.06 03	Forestry Technology
*16.06 04	Oceanographic Technology
*16.06 05	Police Science
*16.99 01	Air Pollution Technology
*16.99 02	Water and Waste Water Technology
*16.99 00	Other

Vocational Industrial Education

*17.01 00	Air Conditioning
17.01 01	Cooling
17.01 02	Heating
17.01 03	Ventilation (Filtering & Humidification)
*17.02 00	Appliance Repair
17.02 01	Electrical Appliances
17.02 02	Gas Appliances
17.03 00	Automotive Services
*17.03 01	Auto Body Repair
*17.03 02	Auto Mechanics
17.03 03	Automotive Specialization (Other)
*17.03 99	Automotive Services, Other
*17.04 00	Aviation Occupations
17.04 01	Aircraft Maintenance (Mechanics), Airframe, Power Plant, Other
17.04 02	Aircraft Operations
17.04 03	Ground Operations
*17.05 00	Blueprint Reading
*17.06 00	Business Machine Repair
*17.07 00	Commercial Art
17.07 01	Interior Decorating
17.07 02	Window Display
17.07 03	Product Design
*17.08 00	Commercial Fishery Occupations
17.08 01	Seamanship
17.08 02	Ship & Boat Operation & Maint
*17.09 00	Commercial Photography
17.09 01	Photographic Lab & Darkroom
17.10 00	Construction & Maint (Building Trades)
*17.10 01	Carpentry
*17.10 02	Electricity
17.10 03	Heavy Equipment (Construction, Maintanance, Operation
*17.10 04	Masonry (Bricklaying)
17.10 05	Painting & Decorating
17.10 06	Plastering
*17.10 07	Piping Trade
17.10 08	Dry-Wall Installation
17.10 10	Roofing
*17.10 99	Other Construction & Maintenance
*17.11 00	Custodial Services
*17.12 00	Diesel Mechanics
*17.13 00	Drafting
*17.14 00	Electrical Trades
17.14 01	Industrial Electrician
17.14 02	Lineman
17.14 03	Motor Repairman
*17.15 00	Electronic Occupations
17.15 01	Communications
17.15 02	Industrial Electronics
17.15 03	Radio and Telev sion Repair
*17.16 00	Fabric Maintenance Services
17.16 01	Cleaning and Pressing
17.16 02	Laundering
*17.17 00	Foremanship, Supervision, & Management Development
17.18 00	General Continuation
*17.19 00	Printing Trades
17.19 01	Composition, Makeup, & Typesetting
17.19 02	Printing Press Occupations
17.19 03	Lithography, Photography, & Platemaking
17.19 04	Photograving
17.19 05	Silk Screen Making & Printing
17.19 06	Bookbinding
*17.20 00	Industrial Atomic Energy
17.20 01	Installation, Operation, & Maintenance of Reactors
17.20 02	Radiography
17.20 03	Industrial Uses of Radioisotopes
*17.21 00	Instrument Maintenance & Repair (Instrumentation)
17.21 01	Instruments (Other than Watches & Clocks)
17.21 02	Watchmaking & Repair
*17.22 00	Maritime Occupations (Including maintenance & operation for shrimping Industry)
*17.23 00	Metalworking
17.23 01	Foundry
17.23 02	Machine Shop
17.23 03	Machine Toll Operation
17.23 04	Metal Trades
17.23 05	Sheet Metal
17.23 06	Welding, Gas Welding, Electric Welding, Combination Welding, Brazing & Soldering Operations, Welding & Cutting (Other)
17.23 07	Tool & Die [illegible]g
17.23 08	Die Sinking
17.23 09	Metal Patternmaking
*17.24 00	Metallurgy
17.26 00	Personal Services
*17.26 01	Barbering
*17.26 02	Cosmetology
*17.26 99	Other Personal Services
*17.27 00	Vocational Plastics Occupations
17.28 00	Public Service Occupations
*17.28 01	Fireman Training
*17.28 02	Law Enforcement Training
*17.28 99	Other Public Service
*17.29 00	Quantity Food Occupations
17.29 01	Baker
17.29 02	Commercial Cooking
17.29 04	Waiter/Waitress
*17.30 00	Refrigeration
*17.31 00	Small Engine Repair
*17.32 00	Stationary Engine Sources Occupations
17.32 01	Electric Power Generating Plant
17.32 02	Pumping Plants
17.32 99	Industrial Engine Repair
*17.33 00	Textile Production & Fabricati
17.33 01	Needle Trades
17.33 02	Tailoring
*17.34 00	Leather Trades (Shoe Repair)
17.34 01	Manufacturing
17.34 02	Shoe Repair
*17.35 00	Upholstering
*17.36 00	Woodworking
17.36 01	Millwork & Cabinetmaking
*17.99 00	Other
*99.00 00	Total Special Programs
*99.01 00	Group Guidance (Pre-vocational
*99.02 00	Pre-post secondary
*99.03 00	Remedial
*99.04 00	Other N.E.C.

*Indicates USOE Instructional Codes listed on OE Form 3138 (5/71).

Occupational Clusters for CVAE, VEH	
Building Maintenance	17.10 9
Commercial Display, Decoration	17.07 0
Cooperative Part-Time Training	Use App priate USOE C
Furniture Repair & Upholstery	17.35 0
General Construction Trades	17.10 0
General Farm & Ranch	01.99 0
General Marine Repair	17.08 9
General Mechanical Repair	17.03 0
Horticulture Related	01.05 0
Laundry & Dry Cleaning	17.16 0
Metal Trades	17.23 0
Office Duplicating Practices	14.03 0

FOLLOW-UP COMPUTER PROGRAMS

1. UPDATE PROGRAM
2. DELETE PROGRAM
3. CHANGE RECORD FORMAT PROGRAM
4. FOLLOW-UP SUMMARY PROGRAM
5. FOLLOW-UP DETAIL PROGRAM
6. ROSTER PROGRAM
7. MAILER PROGRAM
8. NON-VOCATIONAL FOLLOW-UP SUMMARY PROGRAM

BRYAN PUBLIC SCHOOLS UPDATE PROGRAM

The purpose of this program is to change any existing active or follow-up records in any field (or card) and also to add new records to the system as they are needed.

To accomplish this a set of change cards (see Appendix A and B for the descriptions of change cards) are placed behind the program or JCL deck (see Appendix C). This complete deck is then loaded onto the computer through the card reader.

The program will sort the data cards into ID number order and then it will read the current master tape making changes and adding new records as it goes. The program writes a new master tape from the corrected student records.

The program will print any students record which has been changed or added in the format of the data cards.

If an update card is found for which there is no student record on the tape file, a message "NO MATCHING ID FOR CARD" and the corresponding change card will be printed.

If a change card specifies an active student but the record shows a follow-up format for that student the message "FIELD CODE ERROR" and the corresponding change card will be printed. Likewise if a change card shows a follow-up record and the tape file shows an active format the same message will print.

If an update field number is not one of those specified in Appendix A the message "FIELD CODE ERROR" and the corresponding change card will be printed.

If a new student card has a code other than 1, 2, 3, 4, 5, 6, 7, 8, 9 or A, B, C, D, E, F, G, H, I a message "CARD NUMBER ERROR" and the corresponding card will be printed.

If a replacement for a card in the current master file has a code other than 1, 2, 3, 4, 5, 6, 7, 8, 9 or A, B, C, D, E, F, G, H, I a message "ADD CARD ERROR" and the corresponding card will be printed.

If a new student record is built from less than 5 cards a message "INCOMPLETE STUDENT RECORD" will be printed but the record will be added to the new master file in any case.

A discussion of the course records needs to be made here. On an active student the course records will be numbered 5, 6, 7, 8, 9 and on the follow-up records whey will be numbered E, F, G, H, I. Because of the varying number of course records for each student special care must be taken for the course information. If any field needs to be changed in a course record that entire record must be replaced. For example if record G of a follow-up students record needs to be changed then a new record G card must be placed with the change cards.

Any course record card entering the program for a student with less records than that on his current record will be considered an add. For example if an active student has records 1, 2, 3, 4, 5, 6, on the current file (with 5 and 6 being course records) and a record 8 is entered with the change cards then the new student record will have the following cards; 1, 2, 3, 4, 5, 6, 7, 8 with record 7 being blank. A simular situation occurs for the follow-up student records.

This program gives the person using it the capability of changing every field and or every card of all students in the file, both active and follow-up, therefore it is his responsibility to insure the correctness of any change cards placed into the system.

BRYAN PUBLIC SCHOOLS DELETE PROGRAM

The purpose of this program is to delete the records of follow-up students who have been exited from the program for a number of years.

To accomplish this each follow-up record has been assigned a year of entry into the follow-up program. For example those students entering the follow-up program after the school year 1969-1970 will have the number "70" as their year of entry into the follow-up program. A data card with the year of entry in col. 1-2 will pe placed behind the program.

The program will read the current master tape and build a new master tape deleting every follow-up student record which has a year of entry number exactly equal to the number in the data card.

At the end of this run the new master tape becomes the current master tape as indicated in the tape rotation write-up.

It should be noted that if a delete year of say '69' is on the data card and follow-up records with a year of entry of '67' exists on the tape they will not be deleted.

BRYAN PUBLIC SCHOOLS CHANGE RECORD FORMAT PROGRAM

The purpose of this program is to change a students record from an active to a follow-up type record.

To accomplish this a set of cards (one for each student whose record is to be changed) is loaded behind the program or JCL deck. The cards will have the student ID number punched in col. 1-9 exactly as it is on the data tape. In col. 10-11 the year of entry into the follow-up program.

The program will read the current master tape and build a new master tape with those specified students records changed from an active format to a follow-up format. Each student so changed will be listed in the format of the follow-up student cards.

If an ID number from the input cards does not match a record on the current master a message "STUDENT NOT FOUND" will be printed and the corresponding input card will be printed. If you wish to place the student name in col. 12-33 of the input cards it will be printed also.

If an ID number from the input cards specifies a record that is already in the follow-up format a message "RECORD ALREADY FOLLOW-UP" will be printed and the corresponding input card will be printed.

The program will continue to run regardless of any messages printed and at the end of the run the new master tape should be considered the current master tape.

A separate piece of documentation will explain the tape rotation system and this applies to this system also.

BRYAN PUBLIC SCHOOLS FOLLOW-UP SUMMARY PROGRAMS

The purpose of these programs is to generate one page summaries of the follow-up student activities after leaving the vocational program as related to the course or program they were enrolled in while active students. Four separate computer programs have been developed:

1- A computer program for printing an overall summary of data on all former vocational students in the follow-up program.

2- A computer program for printing an overall summary of data on all former vocational students in the follow-up program by year students exited the Vocational Education Program.

3- A computer program for printing an overall summary of data on only former vocational students in the follow-up program who have exited the local school system.

4- A computer program for printing an overall summary of data on only former students in the follow-up program who have exited the local school system by year students exited.

To accomplish this the current master tape is read and each follow-up student record is analyzed. Totals are collected in an array named FOLK-COUNT. After the last student has been processed averages and percentages are computed.

After all computations have been completed the results are formatted; utilizing the COBOL edit feature, and then printed.

The only data card this program uses is a date card with the date in Col. 1-8. This date will print on the report.

BRYAN PUBLIC SCHOOLS FOLLOW-UP DETAIL PROGRAM

The purpose of this program is to generate a report for each instructor of the number of students he taught in each program. The numbers are catagorized by the students current occupation and their relationship to the program is indicated as well as employment conditions.

To accomplish this the program reads the current master tape and sorts the follow-up students into the catagories mentioned above. As the sorted data is read each student record is analyzed and the appropriate totals are formed.

A line is printed as each occupation change occurs and a total is printed when the instructor or program changes.

This program requires only a date card for data and the date from Col. 1-8 of this card will be printed on each heading.

BRYAN PUBLIC SCHOOLS ROSTER PROGRAM

The purpose of this program is to generate rosters for the instructors. The rosters are alphabetic by program by instructor by campus. The rosters contain all of the information that we know about a particular student.

The data card for this program contains a 1 or 2 in Col. 1 and the date for the heading in Col. 2-9. The code in Col. 1 has the following meaning.

Code	Meaning
1	Active Student Roster
2	Follow-up Student Roster

The program reads the current master tape card and depending upon the code sorts the active or follow-up students into the order mentioned above. The sorted records are read and formatted for the appropriate roster and printed.

BRYAN PUBLIC SCHOOLS MAILER PROGRAM

The purpose of this program is to generate a letter to each follow-up student which can be sent to him in a window envelope. The letter contains all the data that we have on a particular student and he is to correct or complete the data and return it to the Bryan Public Schools for file maintenance.

A data card with the date to be written on each letter is placed behind the program deck. The date is in Col. 1-8.

The program will read the current master tape and sort the follow-up student records into alphabetical order. The sorted data is formatted for the letters and is to be printed on 9510 paper.

After the 9510 paper has been trimmed and burst the letters should be carefully folded so that the mailing address at the bottom of each page will show in the window of the envelope.

BRYAN PUBLIC SCHOOLS NON-VOCATIONAL FOLLOW-UP
SUMMARY PROGRAM

The purpose of this program is to generate a one page summary of the non-vocational follow-up student activity after leaving school. This is broken down by school and year of graduation.

To accomplish this the current master tape is read and each follow-up student record is analyzed. If the student is non-vocational then totals are collected by school and by year and activity. After the last student has been processed percentages are computed and the results are formatted (using the COBOL edit feature) and the report is printed.

The data card for this program is a date card with the date to be printed on the report in col. 1-8. The school year date is col. 9-17. Col. 18-19 contain the numbers which represent school year first to be reported. As an example a data card shown below would indicate that the report was run on June 2, 1972 for the school year as of January 1, 1972 and would include all students who entered the follow-up program in the years 1966, 1967, 1968, 1970, and 1971.

```
        8       17
/06/02/72 01/01/72 66
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BUDGET

Title of Proposed Project: A Systems Approach to Placement and Follow-up--A Computer Model

Applicant Organization: Bryan Independent School District County-District No. 021-902

Beginning and Ending Dates of Project: August 1, 1971 to June 30, 1973

Period Covered by this Budget August 1, 1971 to June 30, 1972

Purpose of Proposed Expenditure	Applicant's Budget Account No.	Expenditure
1. Salaries and Wages (See Personnel Plan)	255-212	12,981.00
2. Employee Benefits (Social Security, etc.)	--	-0-
3. Travel Expenses (See Personnel Plan)	255-250	780.00
4. Supplies and Materials (Expendables)	255-241	450.00
5. Communications (Telephone, postage, etc.)	255-644	50.00
6. Miscellaneous Services (Printing, duplicating, data processing, etc.)	255-133	600.00
7. Contractual Services (Consultants' fees, consultants' travel expenses, other contractual services)	255-253	3,000.00
8. Leasing or Rental Expenses (Facilities, equipment, etc.) Computer Time $125/hr. and Line	255-122	875.00
9. Indirect Costs (25% of Salaries and Wages)	255-139	3,245.00
10. Other Costs (Itentify)	--	-0-
Total Expenditures During Period Covered by this Budget		$21,981.00

BUDGET

Title of
Proposed Project: A Systems Approach to Placement and Follow-up--A Computer Model

Applicant
Organization: Bryan Independent School District County-District No. 021-902

Beginning and Ending Dates of Project: August 1, 1971 to June 30, 1973

Period Covered by this Budget July 1, 1972 to June 30, 1973

Purpose of Proposed Expenditure	Applicant's Budget Account No.	Expenditure
1. Salaries and Wages (See Personnel Plan)	255-212	14,600.00
2. Employee Benefits (Social Security, etc.)	--	-0-
3. Travel Expenses (See Personnel Plan)	255-250	940.00
4. Supplies and Materials (Expendables)	255-241	450.00
5. Communications (Telephone, postage, etc.)	255-644	50.00
6. Miscellaneous Services (Printing, duplicating, data processing, etc.)	255-133	600.00
7. Contractual Services (Consultants' fees, consultants' travel expenses, other contractual services)	255-253	2,000.00
8. Leasing or Rental Expenses (Facilities, equipment, etc.) Computer Time $125/hr. and Line	255-122	875.00
9. Indirect Costs (25% of Salaries and Wages)	255-139	3,650.00
10. Other Costs (Identify)	--	-0-
Total Expenditures During Period Covered by this Budget		$23,165.00